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Class 111

Book 12

STATE OF KANSAS
DEPARTMENT OF EDUCATION

COURSE OF STUDY *for* HIGH SCHOOLS



SUBJECT—HISTORY AND SOCIAL SCIENCE

LORRAINE ELIZABETH WOOSTER,
State Superintendent

Prepared in
COMPLIANCE WITH THE LAW
1922

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DEPARTMENT OF EDUCATION

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PRINTED BY KANSAS STATE PRINTING PLANT
B. P. WALKER, STATE PRINTER
TOPEKA 1922
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- INDUSTRIAL SUBJECTS.
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BOOKS ADOPTED FOR HISTORY AND SOCIAL SCIENCE.

	<i>Contract price.</i>	<i>Retail price.</i>
Robinson-Breasted-Beard Series:		
History of Europe, Ancient and Medieval. <i>Robinson and Breasted</i>	1.54	1.77
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APPROVED FOR SUPPLEMENTARY USE IN HIGH SCHOOLS.

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Ginn & Co.		
Hughes' Economic Civics	1.00	1.15
Allyn & Bacon.		

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"History increases one's knowledge of himself and his fellows; develops sympathy and charity; makes us realize that nations, like individuals, must act in accordance with the moral law; prepares for citizenship, by the knowledge it imparts, by developing a certain kind of reasoning power, by fostering a high civic ideal."—*Gordy*.

Course of Study for High Schools.

HISTORY AND SOCIAL SCIENCE.

There are five things which enter into the study of History and Social Sciences: (a) The teacher; (b) the pupil; (c) the recitation; (d) the textbook and reference material; (e) illustrative material.

THE TEACHER.

No teacher can see more than he has made himself capable of seeing, nor can he explain what he is not capable of sharing. No other list of subjects in the high-school course makes a greater demand upon both the scholarship and the pedagogical skill of the teacher, or upon his personality, than history, civics and economics. It is a fallacy to say or think that any one can teach history or civics, and administrative heads make a grave mistake if the social studies of their schools are distributed among their teaching force on that assumption. The most interesting story in the world would fail to impress the hearer if it were presented in a halting, incoherent, fragmentary fashion. The teacher whose eyes must be constantly glued to the textbook is a helpless menace to good results.

The properly conducted scientific demonstration progresses to the reasoned and inevitable conclusion by an orderly and systematic series of mental steps; so also the method used in the conduct of history or civics recitation is merely the artistic and scientific treatment of the subject matter. If this method be well ordered, vigorous and psychologically stimulating the reaction on the part of the pupil will be satisfactory. No person can teach history unless he is an earnest student of mind activity as well as of subject matter. The presentation must meet the receptive powers of the pupil. He must be led, not dragged, through the field. He grows by what he makes a part of himself, and it is the teacher's function to create the desire in him to grow.

THE PUPIL.

The pupil comes to take up the study with no definite idea why. Perhaps he has developed an interest in the grades in stories of history and the lives of prominent men. Perhaps he is an ardent militarist and thinks of history in the terms of war and conquest. More commonly he takes the course because of some requirement or outside pressure. Of its social value, its bearing upon his own life, he appreciates but little and has probably been taught less. His schooling has no doubt been largely textbookish—that is, reading and reproducing; accepting the thing as stated with little if any application. He has never had the fascination of tracing the sequence by which successive occurrences are seen to produce their necessary results, and causes, however remote, converge upon a common end. He is at an age when the objective, the heroic, the social, will appeal. He is at the age when ideals are created and foundations laid for future life, and at an age when enthusiasm can be aroused, but if once aroused must be satisfied. The pupil problem is, for the teacher, as big, if not bigger, than the subject presentation problem.

THE RECITATION.

The pupils and the teacher meet in the recitation. If there is one thing the recitation should not be it is the reproduction of something committed from a textbook. It should be a place to unify and relate the various reading done by the different members of the class—a clearing house of facts and ideas collected or conceived by the members of the class in the process of studying or developing some phase of the subject matter. When ideas and facts lead to thinking the recitation is profitable.

The recitation should not be a lecture by the teacher. He should be on his guard against talking too much. This fault is altogether too common, especially among young teachers who have come directly out of college where they have been in contact with lecture courses. It is the mental activity of the pupil that is desired and not his entertainment. By pointed questions, suggestions and effective illustrations, the recitation should be made the place where the pupil is taught to handle historical matter and to learn history.

One very important function of the recitation is to prepare the pupil to study intelligently the next phase of the work. Textbooks are sometimes difficult and need illumination. The pupil may have long been accustomed to page assignments and not know how to develop a topical assignment. Perhaps he does not understand the value of an index or table of contents nor know how to make use of them. Frequently physical and political geography are absolutely essential to a correct understanding of an advance assignment. The importance of the geographical setting must often be developed if impressions are to be correctly fixed. Often the anticipation of some of the chief difficulties to be overcome, showing that the teacher is sympathetically thinking in terms of the pupil, will overcome antagonistic tendencies on the part of some pupils. Teachers should remember that the recitation period is their opportunity to inspire pupils to do independent thinking in connecting to-day's work up with that previously gone over and see that it points the way toward the work of the next day. It shows them how to analyze material, to verify a statement, also to vivify it, to recognize a principle when stated and know the difference between a principle and detail.

THE TEXTBOOK AND REFERENCE MATERIAL.

In no case should the textbook become a limiting tyrant either to pupil or teacher. It must of necessity be the basic guide in the search for information. It is the pupil's first source, and in case of limited reference facilities will become, on many points, his only source; but he should be encouraged never to accept it as the final word if he can possibly find other information. The encyclopedia, the library, the chart, map, atlas, current magazines and daily papers, state documents, statutes, public records, older people who have lived through certain political and social conditions should all be utilized as sources when available and applicable. The index and how to use it may well form the basis of one or two days' study. Few high-school pupils ever use or know how to use an index.

ILLUSTRATIVE MATERIAL.

The history class room should be a laboratory for the study of social progress; charts, maps, pictures and models are as necessary as the apparatus of the physics laboratory. Pictures, models, casts, physical charts, lantern slides and statuary are useful factors in making history alive.

GENERAL SUGGESTIONS.

1. Be sure that the pupils realize that in studying history they are studying their own inheritance. If they expect to be able to interpret present-day human activities, they must have some understanding of the development of the race. Most pupils have never been brought face to face with this idea and the teacher must bring them to realize its importance. Time spent in so doing is well spent.

2. The great object of history study is to learn how man became what he is from what he was.

3. Do not lose sight of the importance of great historic figures or personalities, but do not fail to show them in an atmosphere of real life. To say that Alexander was a great conqueror, that he marshalled an army, crossed into Asia, conquered all the known world and then cried because there were no more worlds to conquer, has very little real vital interest. But a study of the conditions, social, political and economic at home and abroad which made it possible for Alexander to accomplish what he did can be made intensely interesting.

4. History will fail if it is merely a study of *past events*. It must be a study of past conditions and institutions if it has life.

5. Do not fail to utilize the pictures in the textbook; time spent in their study is well spent. The highly graphic, pictorial monuments and records of the East, when accompanied by proper explanations and study, may be made to serve as the most practical and successful introduction of the public school pupils to the history of early man. And when adequately explained, these records serve to dispel that sense of complete unreality which hampers the modern young person when approaching the career of ancient man.

6. Any achievement of man to be of historical value must have a bearing upon some future condition or development in man's progress. If it does not, do not waste time on it.

7. The teacher should study the preface and appendix of the textbook. Many valuable aids and suggestions may be found there for vitalizing the work.

8. Dates are important. But do not make the mistake of having the pupil learn isolated dates. A very successful way of fixing dates of events is for the instructor himself to make a practice never to mention or discuss an event without also mentioning the date. He may also insist that his pupils adopt this practice. This furnishes a reason for having the date in mind.

9. Notebooks. Unless notebooks are properly used and properly kept they are of no value. Notebooks may be made very helpful to the pupil if the notes are taken in a form which will prove of value as a foundation for advanced lessons and in preparation for reviews and examinations. Unless the teacher is willing to spend time with the pupils teaching them how to keep a notebook and in carefully criticising them, they will have a tendency to be of little value. This criticism must involve the use of English as well as the history information. The pupil should never be allowed to present his notebook kept in utter disregard of the principles of correctly written English when he is at the same time a student of English.

Notebooks should be written in ink only.

A uniform notebook should be used throughout the school in all classes; if this is impossible, at least throughout the class.

It is possible to burden pupils with notebooks that require a great amount of mechanical labor which, so far as helping the pupil to a better understanding of history, is a mere waste of time. The mere reproduction of paragraphs from text or reference books is worse than useless.

Much successful teaching can be done without the use of a formal notebook.

Notes taken on outside reading should show evidence of the pupil's progress. He must learn to sift. Many times a rapid glance over a paragraph or several of them may bring to mind a conclusion, an impression, or may establish a fact which can be and should be stated by the pupil in one concise sentence.

In addition to outside reading the notebook should contain: (a) Summaries of facts and inferences gained from the classroom discussions and conclusions. (b) Maps or charts which have a direct bearing upon some special phase, and constructed as the result of study and analysis. (The ordinary use of the outline map books is of comparatively little value; it consists usually in copying, even to the colors used, some wall map or textbook map; a careful study and discussion of these would be far more useful). (c) Outlines of special study. For example, those of suggestion No. 3 of ancient history or outlines to show the parallel tendency of human progress wherever found, such as religion among all peoples, architecture, etc. (d) All special reports which the pupil is called on to make.

The notebook should be the work of the pupil himself and should show his individuality. If he adopt the work of some one else, or if the teacher dictates the exact content and form, the main purpose of the notebook is defeated, viz.: to give the pupil training in classifying and arranging material; to test his powers of discrimination between the important and the unimportant; to

trace relations through a series of lessons and to record facts in an intelligible manner for future use.

10. Because the social, political, religious and economic sides of history have been more directly pointed to in the suggestions does not necessarily indicate that *wars* are to be shunned. Wars play an inseparable part in human progress and cannot be neglected. Their causes and effects are intricately woven into the social, political, religious and economic makeup of the people involved. When studied from this standpoint a war assumes its proper place in historical study. The history teacher will find few problems he can raise which will awaken the interest and response on the part of his pupils as will the study of the conditions and events leading to a given war, and the social, political, religious or economic results of the struggle. Great personalities invariably appear in wars and frequently come to control, absolutely, the situation; but there is always some great underlying cause or condition which made it possible for them to do so. Personal ambition may play an important part, but it can do little without the underlying conditions to work upon; and how little personal ambition ever plays in the great final settlement.

That study of a war which consists in learning the dates; the leaders; the battles fought; the number of killed, wounded, and missing in each battle; the numbers fighting on each side and all the other insignificant details which so frequently take up the time of class discussion is a mere waste of time and energy and should be avoided. Dates of wars, as fixing the location in procedure of time and of human development, are important, but should be fixed as a consequence of class discussion, not *learned* as isolated facts.

In study of wars the part played by the economic or commercial conditions should especially be noted.

11. Time spent in the beginning of history study to establish an atmosphere for the work is never lost. To get the class started from the correct point of view is a long step in solution of the presentation problem. The teacher should make sure at the outset that the opening survey of the field conveys clear ideas to the pupil.

HISTORY.

Courses in ancient, medieval and modern history may be offered on the basis of the following texts: (a) the "European Outlines," Part I and Part II, by Robinson, Breasted and Beard; (b) "Modern Progress," by West.

The adopted text for classroom use for the first year's work is "History of Europe, Ancient and Medieval," Robinson and Breasted. For the second year's work either "Outlines of European History, Part II," Robinson and Beard, or "Modern Progress," West, should be the class text.

In using either series of texts the teacher should keep in mind that a great part of the detail of ancient, especially Greek and Roman, history is and must be eliminated from the history courses in high schools, and that instead, an emphasis should be placed upon the outstanding features bearing upon race development. The teacher himself should be thoroughly conversant with and appreciative of the development of European peoples since 1700.

ANCIENT HISTORY.

(Ancient History in combination with Medieval History, one unit.)

Prof. James Henry Breasted has given to the history teachers of Kansas the following hints on how and why ancient history should be studied:

"It was Agassiz who, standing at the foot of an Alpine glacier and watching the slow transportation of boulders on the creeping ice, the grinding and cutting by which the vast ice masses were sculpturing the rock, and the rushing torrent fed by the melting ice—it was Agassiz, I believe, who first perceived that these operations of the glacier were the continuation of the long process by which the great northern ice cap had in past ages been so largely

instrumental in fashioning much of the present surface of the northern hemisphere. Since then it has become a commonplace of knowledge, that the geological processes of bygone ages are still largely in operation, and in conformity with this fact, children of little more than kindergarten age are taken out to streams, lakes, hilltops and valleys, in order to observe the processes still going on. The geography of the present day, and the processes revealed by geological science as having been in operation for aeons, are, for the intelligent teacher of geography, inseparable subjects. For the geologist the present is usually made to explain the past; for the geographer the past is made to explain the present. The forces studied by the geographer and geologist are too vast to be controlled by him, or in any way manipulated so that he can repeat the experiment as the chemist does in his laboratory. The geologist cannot set a glacier going, or explode a made-to-order volcano. He must wait until nature furnishes him with these phenomena in actual operation. When she does so, as we have observed in the case of the glacier, the geologist of course observes processes and results which explain to him many things otherwise not intelligible in the curious wreckage of the past which covers the surface of our earth.

"What is thus a commonplace in the methods of modern natural science is equally true of the study of man and his career by the historian. Although the conscientious historian should be exceedingly cautious in explaining the present by means of the past, or even in merely illustrating the past by means of modern processes, there can, nevertheless, be no doubt about the procedure in teaching history in the secondary schools. The history teacher should make it clear that the subject he is taking up with his pupils is life, human life in its everyday aspects with which every pupil in the room is familiar. Perhaps the best way to accomplish this is to begin with the primitive man, and to ask the boys in the class to give some account of the makeshifts and temporary devices, for *them* perhaps real inventions, by which they supplied the lack of various home conveniences and equipment, when they are out on some summer camping expedition. They must be brought to see that their fundamental needs on such a trip were food, clothing and shelter. The last two probably brought from home, but for the first, if they were really roughing it, they were depending on their own skill as hunters and fishermen. They must then imagine themselves not only deprived of every implement and device brought from home, but what is more, they must conceive themselves without any knowledge that such things might be devised. Let them remember, for example, that even our great grandfathers had no matches.

"The story of man for the secondary schools, then, is not constitutional history or political development in the first instance; but it should begin with the fascinating struggle by which the primitive man, barehanded, confronted the wilderness and slowly devised the weapons, tools and implements by which he made conquest of the material world about him.

"The next important point to be impressed upon the pupils is, that from the day when man made his first stone implement down to the present moment, he has left behind as it were, a trail of such works of his hands, by which we may now follow his progress and trace the path along which he has come. There are few regions of the United States which cannot furnish, as an illustration of this fact, a stone hatchet or arrowhead left behind by the Indians. I saw recently, preserved as a curiosity in a great modern manufactory of agricultural implements, a plow with a *wooden* plowshare tipped with iron, which had been in use in this country only a century ago. Such things, preserved in oriental lands for many thousands of years, have revealed, and as discovery proceeds, are still revealing more fully, many important steps by which civilization was first gained in the Orient, and developing there, was transmitted to barbarian Europe, which then itself began to carry civilization to higher levels than it had gained in the Orient.

"This transmission of civilization from the Orient to Europe, a process made possible only by the Egyptian invention of sea-going ships with sails, should be impressed upon the pupils as the beginning of oversea commerce and colonization, leading eventually to the discovery and colonization of our

land. For the earliest maritime life of the eastern Mediterranean, begun by the Egyptians, and developed by the Cretans, was carried westward by the Phœnicians and Greeks, and the western Mediterranean became for the early peoples the first new world to be explored, colonized and commercially developed as new markets and especially new resources like mineral wealth, were found there. The earliest fine stone buildings in the western Mediterranean were those of the Greeks in southern Italy and Sicily, and they still survive in many places there, to be shown to the young student of history as visible evidence of the process by which the western Mediterranean was finally civilized, and with it ultimately western Europe also. The voyage of Columbus from this civilized western Europe was thus only the continuation of a process which began in the eastern Mediterranean four thousand five hundred years earlier; and the colonization of America which followed the voyage of Columbus was the final phase of westward migration begun by the Greeks and Phœnicians twenty-five hundred years before Columbus was born.

"Such facts are but a few from the great mass of facts covering the whole range of man's life, showing how ancient history has disclosed to us the earlier stages of processes which are still going on around us, and while indiscriminate generalization in this direction is inadvisable, it is to my mind obvious that the teacher in the secondary schools should make as full use of this great truth as may be necessary to impress his pupils with the fact that in taking up ancient history they are not following a watercourse which has run dry, but a great stream of inexhaustible human life, the life of our ancestors and our own.

"This view of ancient history in itself prescribes the method to be employed in teaching it, and already above suggested. The fundamental principle underlying the method should be the *reality of the ancient life* to be studied—a reality which becomes the more evident when we discern ancient life as simply an earlier stage of our own, peopled by men and women endeavoring to accomplish the same ends and to meet the same needs as those which control our own course of life. In my experience this sense of reality can best be gained by constant study of actual material survivals from the ancient world. Such materials are not easily accessible to the history teacher in the secondary schools. Ancient coins are the chief original documents which he could most easily obtain. An admirable survey of all such illustrative materials, obtainable at moderate cost, is given by Professor Robinson of Johns Hopkins, in the *Classical Weekly*.^{*} Photographs will naturally be the teacher's chief reliance, and these are plentiful and easily obtainable.

"The teacher will himself gain great profit and enjoyment, as he gradually acquires the art of making such objects, whether originals or photographic reproductions, tell to the pupils the story which every work of human hands may be made to tell; while the gain to the pupils in interest, enthusiasm and ability to acquire the necessary facts is incalculable. I have endeavored to exemplify this method to the fullest possible extent in my 'Ancient Times.' A study of the pyramid diagram (fig. 38) in that book will show, for example, how impressively these surviving monuments still serve as an imposing line of landmarks, revealing the splendid upward march of emerging civilization. The insistent reality of these movements still rising on the margin of the desert adds immensely to the reality of the ancient career which they reveal. A youthful recruit in the Roman army, landing for the first time in a Roman war harbor in Italy, becomes a very human reality when the boys and girls of to-day are able to see a photograph of his first letter to the good old father at home, and to read the young soldier's story of his stormy voyage, his new uniform, his military name, his first installment of pay, and his pleased announcement that he is accompanying the letter by a picture of himself, intended of course to show the proud wearer in his new uniform. (See "Ancient Times," Fig. 253.) Sentimental interest is not the only gain in this case. The class also learns with what precision the ancient Roman military postal system operated.

^{*} *Classical Weekly*, Vol. X, No. 1, Oct., 1916.

"Finally such a method begins with the assumption that the career of man, like the operations of nature about us, was not a matter of books, but a *process* which has left its traces and its records behind. By a study of these we recover the ancient process, the human career, and all books of any intrinsic value have merely gathered up what can be learned from such surviving traces and records left by man. Beginning in this way, the pupil may from the very first day escape the usual and fatal impression that history is a matter of *facts or statements recorded in a book*. Once this common impression has been created, the reality of the human career in ancient times is not likely ever to dawn upon the mind of the average pupil.

"I fear I have already appropriated too much space to say very much about the *purpose* of studying ancient history. The culmination of all this great order of things about us is modern civilized man. Man and his works are the greatest result which a developing universe has yet brought forth. We study the earlier phases of the universe which brought forth words like ours, we study the developing earth itself, its vegetable life, its living creatures, as they are now and as they were ages ago. Shall we not then learn anything of the earlier chapters in the human story, telling us how we became what we are? We feel a reverence for the mysterious and beautiful world about us—a reverence akin to religion. Shall not a similar feeling animate us toward the career of the most nobly endowed creature which the universe, as known to us, has yet brought forth? But quite apart from inspiring and more general consideration such as these, there are many others more practical and specific which should incline all our history teachers to take the greatest pride in their work, and lead them to the conviction that the subject they teach is for every pupil in the schools, the indispensable culmination, the apex without which all study is lamentably incomplete. The helplessness of the average American citizen in contemplating our own international situation to-day is chiefly due to his complete unfamiliarity with the history of imperialism in the past, especially its long development in the ancient world and its culmination in the Roman Empire, the most nearly universal system of imperial power which man has yet erected. No man in a republic like ours is qualified to deal intelligently with the great range of public questions which he is called upon to decide without some knowledge of earlier human experience in dealing with the same questions. The average man's repugnance to a system of universal compulsory service for the state is due to his unacquaintance with the beneficial results of some such system among earlier men. The innumerable sects and religious fads which flourish in the United States as nowhere else in the world, are in no small measure due to the unfamiliarity of our people with the simplest facts of man's religious history. To sum up in a word, the natural sciences furnish us with a knowledge of the stage and its setting, on which the human drama is being played; history presents us with the drama itself, and the acts now being played before us and by us are totally unintelligible without a knowledge of those which have gone before."

GENERAL SUGGESTIONS.

1. Making of models of clothing, weapons, etc., may help in arousing interest in special cases. Some pupil who shows lack of interest may be aroused if asked to work out some such illustrative material.

2. Before beginning the actual study of the ancient people, lead pupils to discover their own social, political, moral, religious and economic surroundings. For example, lead them to see what the family is by analyzing their own family, its governmental, religious, economic and cultural sides; that all families are much the same in organization; that it is very probable they always have been; how the groups of families make up the social group; that the groups will have all the features of the family and some that are separate or distinctly group features. Develop then the various group features, such as the religious, governmental, economic, cultural, and study the so-called ancient peoples from these various points of view. The pupils soon realize that these peoples of whom they study lived, ate, worked and slept much as people do now, that their work represented the highest thought that had been developed

up to their time, and that in their time they solved many problems of human existence and originated and developed many of its best features of which we to-day are the beneficiaries.

3. One way of creating an interest is by the development of certain phases, social side lines, they might be called, and to watch the progress made by each group. For example, one might be "The Place of Woman," another "The Education of the Young," or "The Trades and Occupations," "The Results of Invention and Discovery in Arts and Sciences," "International Relations." Such side lines might be placed in the hands of single individuals or of a committee of two or three, whose duty it would be to make a report at the end of the study of any given group.

4. During the past few years expeditions of exploration and discovery in the Orient have made wonderful and vital contributions to the history of the human family. Modern discoveries in the Orient have doubled the length of the *historic age*. Its relative importance in our study of the history of mankind is thus readily seen to have assumed greater significance and must be awarded careful treatment. Recent archæological discovery has carried back the development of human arts at least fifty and perhaps two hundred thousand years. The importance of the careful study of the early life and civilization should not be lost sight of. It is not merely an introduction to Greek and Roman history and should not be studied from that viewpoint alone. They should be studied from the standpoint of the things they developed which may have a bearing on the development of other civilizations, but not merely as an introduction.

5. In taking up Greek history the teacher should never allow himself to be lost in detail. Careful treatment should be accorded uses and adaptations of Oriental influences which affected the Greeks during their early history. One age or civilization follows another, not as a distinct and separate period, but as an outgrowth of the ages preceding it. The process of adaptation and development should be followed closely during the middle period and on into the time of Roman influence. Institutional rather than political history should receive emphasis. The necessary background of political events must be presented, but Art, Religion, Education, Commerce, Industries, etc., should not be subordinated to a study of the unimportant military or political struggles.

6. In taking up the Roman period we have the rich and varied heritage of the Oriental and Greek civilizations to keep in mind. Roman contributions and modifications are now to be followed. We must no longer be bound by tradition in the treatment of this period, but must subordinate mere *happenings* resulting from political intrigue and unimportant military activity to a careful study of Roman society, government, industry, commerce, religion, art, and literature. Care should be taken to build the proper framework of political organization in order that form and coherence may be given to the study of the points mentioned above.

7. The importance of emphasizing the introduction, growth and development of Christianity and the church should not be overlooked. Its acceptance by the government of the Roman Empire as the official religion, the resulting absorption by the church of the governmental forms and titles, and the logical assumption of power by the church when the Roman government went to pieces become an interesting study and throw much light upon the place of the church and the part it plays in the medieval period.

8. What our young people ought to know is at least a summary of the human career. Whether the stages of progress in that career are called historic or prehistoric is a matter of little consequence, provided only that we can establish the facts for every stage. Now progress is most easily discerned and apprehended by the young student as he surveys a series of things which were attained or achieved by early man for the *first time*. A line drawn through the points where these achievements took place marks the direction of early man's progress, and hence those things that were done for the *first time* are the essential and significant things. As the line of progress rises we discern two vast periods, the first representing man's conquest of the material world—a con-

quest which is still going on—and the second representing his conquest of the *spiritual* world, although of course both lines of progress went on together and are still going on at the present day. The ability for the first time to kindle a fire, to extract metal from ore, to train and domesticate the mountain goat and the wild sheep, to cultivate the wild grasses until they became grain, to build a wall of stone masonry, to build and launch a sea-going ship; these and many other things done by man for the *first time* may be made to mark for the young student the slow but steady advance of man in his control of the world about him. Among these conquests in the material world which are so instructive, the Orient has far more to tell us than early Europe. If we turn to the second stage, that of man's conquest in the spiritual world, we have to note at once that the dominating religion of civilized Europe and America to-day is an *Oriental* religion. It was in the East that man discerned for the first time that right is higher than the will of the gods; that men are to be morally accountable in the hereafter. In the Orient men for the first time gained the ability to express in writing, first pictorial and then phonetic, and Europe in all her history never produced an alphabet. Every alphabet in use in the western world, from the Indus (including Sanskrit) to the Atlantic, was of Oriental origin.

MEDIEVAL HISTORY.

(Medieval History in combination with Ancient History, one unit.)

1. The medieval period is the one in which the teacher most frequently becomes lost in detail. This should be guarded carefully. It is the changing period during which man left his ancient ideas and developed his modern ones. The great social and industrial changes are of especial importance. The church, feudalism, monasticism, the crusades, the guilds and city leagues, the development of the spirit of nationality, the growth of present European powers are some of the features around which to build the work on this period.

2. Throughout the study of this period special emphasis should be placed on English history, especially those parts which bring out the development of the English constitution and parliamentary government; development of ministerial government; English commercial development, English colonial development and international relations in which England plays a part. Likewise all conditions which in any way bear on the study of American history should be emphasized and their bearing pointed out; for example, with the study of the age of discovery and exploration, and the extension of geographical boundaries, the teacher should instill in the minds of the pupils the proper background for the discovery of America. This phase of the work should not be left for the teacher of American history but should be followed with care through the entire study of the medieval period.

3. Reference work and search for information outside of the textbook has an important place in the study of medieval history. The pupil should be called on frequently to report on some special phase of the work. Such reports should always be reviewed by the teacher before they are presented to the class and should always be followed by class discussion.

MODERN HISTORY.

(One unit.)

Steam and electricity have long been making the world into one unit in industry and society. Recently the World War brought this truth home to us, and so gave a new value to the study of Modern History. Few intelligent men to-day will deny that our life as a people is intimately intertwined with the life of other peoples.

This study, therefore, must make it possible for the student to read the morning paper intelligently, by giving him a general knowledge of the workings of the English parliament, the French chambers, and so on. Much more vital, it must give him a sympathetic interest in the great world movements of recent times and of to-day, for democracy and for social justice. Of course, the

study must leave no gap between past and present; it must reach to the present day, and must give large emphasis to the last half century of world progress.

This consideration involves a serious difficulty. More than in any other study the teacher must guard against allowing his personal bias to color his presentation of facts. A second difficulty is the temptation to present too many facts—there must be enough detail to make the story alive, but not so much as to confuse.

The detail of government in European countries can not be gone into, but an understanding of the general workings can be brought about. Comparison with our own forms will tend to fix facts.

ENGLISH HISTORY.

(One unit.)

It is recommended that English history as a separate course be given only in schools which are prepared, by well-organized and ample teaching force, to offer four years of history proper. Where but three years can be offered, as in the majority of schools, English history as a separate unit should not be attempted. Always the English history side of medieval and modern history should be especially emphasized.

1. In the study of English history the teacher should keep constantly in mind the super-importance of such phases as:

- (a) Social development.
- (b) The growth and development of the English constitution, parliament, ministerial government and English democracy.
- (c) The growth and development of English commercial activities; the vast importance of the Industrial Revolution.
- (d) Growth and development of English colonial activities, inseparable from the commercial. The colonial policy before the American Revolution and after. The federated British Empire.

(e) The development of the policy of control of the sea; reason for it.

(f) England's place in international relations. Balance of power.

2. Do not allow the detail of foreign wars and civil strife to begot the progress in fields of greater value. Causes and results of foreign wars and civil strife are unquestionably vital but one can easily become lost in their detail.

3. In the presentment of this subject it is believed that additional interest will be aroused if the instructors will impress on the minds of their students the fact that a knowledge of English history is absolutely necessary to a thorough and complete understanding of their own country's history. A satisfactory knowledge of American colonial history is impossible unless one keeps in mind the English background. In like manner, the American revolutionary controversy becomes more intelligible when students recognize that the Americans in that struggle stood for the same principles that Hampden, Cromwell and others defended in the English civil war of the seventeenth century.

4. Use of maps should be especially emphasized. Let the student see by the aid of maps how the Anglo-Saxon kingdoms expanded little by little into the modern British Empire, which has been such an important factor in the progress of civilization. As to what particular maps should be assigned for class work, the instructor's judgment may be relied on to determine the suitable ones.

5. It is also suggested that readings from books or sources other than the text be assigned from time to time. The student should be required to present to the class the result of his investigation so all may profit by it. The value of reading outside the text lies in the fact that a view different from that of the text is obtained. This enables the student to consider the subject from several angles and gives him that which is absolutely necessary to an understanding of all history—a viewpoint.

6. The author gives some good advice and suggestions in the preface to the textbook.

AMERICAN HISTORY.

(One unit.)

The teacher should guard against spending too much time on the period of discovery and colonization and the Revolution. The average pupil has touched this field before and can cover it rapidly. The major portion of the time should be reserved for the study of the development under independent government, that is, from 1783 to the present. As an example of ways of acceleration in study of the period previous to 1783, study Massachusetts as the type of New England colonies, Maryland of middle colonies, and Virginia of southern colonies. Study them in detail, then spend about three days studying all colonies similar to the three types.

Again, instead of studying the congresses and conventions of the prerevolutionary period as the chronological order of procedure would bring each up, make them the subject of one or two specific recitations, bringing out the facts which have important bearing.

Again, it should not be necessary to work out the Revolution in minute detail. Causes tersely put, general view of campaigns with decisive actions and results should be ample.

2. The outline is put in to suggest to the teacher ways of emphasizing the various phases.

3. Five lines of development may be followed after 1783, viz.: Political, territorial, commercial, industrial, and social.

4. For the purpose of getting a view of any given topic in its entirety chronological outlines of various topics may be kept by the pupils. Suggested topics are:

The national bank and banking laws.

Immigration.

Labor troubles, laws and unions.

Slavery events.

Territorial acquisitions.

Foreign relations.

Political parties, showing issues and candidates.

Tariffs, with graph showing in what years duties were high and low.

Inventions.

Internal improvements.

Political and social reforms.

State versus national authority.

Finances and panics.

Kansas events.

Great men.

When these outlines have been made they can be compared to advantage; for example: If the student is interested in a particular year, he sees from the outline on political parties that a certain party was in power at that time. Then a look at the tariff outline shows how the supremacy of this political party changed or failed to change the tariff. Likewise, one can see the effect of the party in power on the foreign policy and finances in the country, and so on through the other outlines, always seeking the reasons for what is discovered.

5. To make the past seem real and interesting, such exercises as the following are valuable, but must not be indulged in too frequently:

(a) The writing of an imaginary letter of a colonist in America to some friend back in the old country. The student should base it on some actual facts and imagine the rest, and may choose his colony and particular circumstances.

(b) Student may write a newspaper article applicable to some time and place in the past.

(c) Student may write a political speech of some great man and deliver it before the class. Or there may be a debate between two statesmen. Example from the period of Jackson: Jackson and John Quincy Adams afford a good

contrast, and one student represents the polished Adams and another the crude Jackson. The events and issues of the presidential campaigns of 1824 and 1828 give a good setting. A debate can be had, which not only adds interest in the work, but gives the students a clearer idea of the men themselves and the issues which interested people at that time. If desirable, Clay, Calhoun and Webster can also be worked into the occasion.

6. Maps. Students are too often allowed to fill out outline maps by copying from a chart on the wall, and when the copying is done the work is ended. There should be as little copying as possible. It is very important that the student should stop and consider his map after it is finished, and see what conclusions he can draw from it which were not so evident without the making of a map.

Example. On a map showing the Union states, the Confederate states, the slave states which did not secede, and the territories at the time of the Civil War, together with the principal points of interest in the war, the following conclusions might be drawn:

- (a) The South had considerable coast to be blockaded.
- (b) Washington, D. C., surrounded by Confederate Virginia and slave-holding Maryland, was in a critical position.
- (c) Possession of the Mississippi by the North divided the confederacy.
- (d) The great stretch of unsettled territory between Kansas and California made the transcontinental railroad a necessity to unite the Union.
- (e) Slave-holding Missouri, projecting north of most of the slave states and in front of Kansas, helps to explain Quantrill's raid and other border troubles in Kansas.

7. Do not let the discussion of minor and immaterial details cloud up and confuse the main points; control the discussion.

8. Special attention should be given to the activities of the federal government since the opening of the Spanish-American War. The relation of the United States to the great World War—the causes of that war, the events leading up to it, and the results should be emphasized.

This period represents one of great activity of the federal government in fields which touch the daily life of the individual.

9. If the teacher hopes to make history study illuminative of the present, he must himself *know* the present, not merely have an opinion on it. Applications of the *past* to the *present* can only be made by studying and knowing both.

SUGGESTIONS FOR NORMAL TRAINING HISTORY WORK.

The outline is placed here as a guide and help, not as a master. The following outline dealing with historical study and methods is intended to apply to normal training; we suggest that this be taken up at the closing of the year's work, after the study of the subject proper has been concluded. The entire class can study this phase to a good advantage. A week should be devoted to this part of the work.

In the successful teaching of history the two most essential requisites on the part of the teacher are the ability to arouse the interest of the pupils and the faculty of leading them to see relations. And the following course of study, since it is intended primarily for the use of teachers, has been prepared with this thought in mind rather than with the view of including all topics that will necessarily be touched upon in a year's work in the subject. In other words, the outline is intended to be such a one as shall carry with it some thought of proper methods of teaching as well as serve as a guide for systematic study.

Beginning not later than the third grade, pupils should be introduced to the unconscious study of history through the medium of story and biography. This work should be continued through the fourth and fifth grades. It should be a *regular* part of the school curriculum and should be given *not less* than twice a week. This may be done in connection with the language work, or, when opportunity offers, in connection with the reading lesson; *but it should be given*. It should constantly introduce new historic facts and incidents which

by their nature and by the form in which they are presented will entertain and consequently interest the children. These stories are much better told than read, but occasionally may be read. They should invariably be reproduced either orally or in writing by the pupils, and the pupils should be encouraged to find out for themselves additional facts or similar incidents to relate.

All this necessarily presupposes the ability on the part of the teacher to tell stories. And no teacher is properly equipped to teach young children until this ability has been developed. An excellent manual for this purpose is Bryant's *How to Tell Stories to Children*, published by Houghton Mifflin & Co., Chicago.

As sources of suitable material for the stories themselves the following are suggested:

First Book of American History, Eggleston. American Book Co., Chicago.
 Stories of American Life and Adventure, Eggleston. Am. Book Co., Chicago.
 Great Americans for Little Americans, Eggleston. Am. Book Co., Chicago.
 Pioneer History Stories, McMurtry. Macmillan Co., Chicago, 3 vols.
 American Pioneers, Mowry. Silver, Burdett & Co., Chicago.
 American Leaders and Heroes, Gordy. Charles Scribner's Sons, Chicago.

After the completion of the story and reproduction work in the fifth grade some interesting and well-connected narrative primary history, such as Mc-Master's, should be taken up in the sixth grade. If the book selected be itself well written and be supplemented by additional oral matter the pupils should by the end of the year have acquired sufficient interest in, and insight into, their country's history satisfactorily to take up the formal study of the subject. But without such a foundation they will be utterly unprepared to do so.

The topics here outlined should be thoroughly discussed in class, different authorities should be consulted on methods of teaching history, and in the classroom work, observation work, and practice teaching the conclusions drawn should be kept constantly in mind.

A. Historical study.

1. What it is—a study of the highest form of life activity.
2. Why pursued in the schools.
 - a. Information.
 - b. Inspiration.
 - c. Appreciation of duties and responsibilities.
 - d. Awaken interest in historical reading and activities of men.
 - e. Develop ability to judge and reason.
 - f. Direct the development of the imagination.
 - g. Gain knowledge of books and skill in handling them.
 - h. Develop the ability to classify facts.
 - i. Develop scientific habit of mind.
 - j. Make the world better by avoiding repetition of the mistakes of the past.

B. Methods of historical study.

1. In primary grades.
 - a. Subject matter.
 - (1) Character of.
 - (2) How obtained.
 - (3) How presented.
 - (4) How used by pupils.
 - b. What should be accomplished in—
 - (1) Biography.
 - (2) Anniversary celebrations.
 - (3) Current history.
 - (4) Historical reading and interest.
2. In intermediate grades
 - a. Subject matter.
 - (1) Character of.

- (2) How used.
- (3) How correlated.
- (4) Kinds that should not be used.
- b. Results to be secured in—
 - (1) Information.
 - (2) Reading habits.
 - (3) Character of reading matter.
 - (4) Formation of ideals.
 - (5) Training for citizenship.
 - (6) Attitude toward fellow pupils, the school, and the public.
- 3. In grammar grades.
 - a. The teacher.
 - (1) Preparation.
 - (2) Historical library.
 - (3) His interest in present-day activities of the world at large.
 - b. Subject matter.
 - (1) Textbook.
 - (2) Outline books.
 - (3) Supplementary books.
 - (4) Collateral reading.
 - (5) Source books.
 - (6) Secondary works. (Instructor should distinguish clearly between source books and secondary works, and point out examples of each in school library.)
 - (7) Outline maps. (The Foster maps, by the Historical Publishing Company, Topeka, and the Ivanhoe maps, by Atkinson, Mentzer & Grover, Chicago, approved by State Textbook Commission.)
 - c. Manner of handling the subject.
 - (1) Uses to be made of—
 - (a) Written work.
 - (b) Special reports in class.
 - (c) Theme work on special topics for investigation.
 - (d) Progressive map work.
 - (e) Notebook.
 - (2) Relative advantages or disadvantages of outlines. (Hall's Outlines, A. Flanagan & Co., Chicago.)
 - (a) Made entirely by the student.
 - (b) Made to direct the student to be completed by him. "Learning by doing."
 - (c) Fully prepared.
 - (3) Teacher and class.
 - (a) Nature of questions asked.
 - (b) Discussion of motives of character studied.
 - (c) Use of hypothetical questions in training to judge results, such as: Would the Mississippi valley have been settled as soon had the early explorers and settlers come to the Pacific instead of to the Atlantic coast of America? with reasons for answer.
 - (d) Suitable texts, supplementary books, and reference works for properly teaching United States history.

OUTLINE OF AMERICAN HISTORY.

Europe in the Fifteenth Century.

- A. Population.
 - 1. Comparison with the present population.
 - 2. If Europe thought itself crowded in the Fifteenth Century, how does it support so many more people now?
 - 3. Rank the countries of Europe according to their population in 1500 and compare with their population to-day.

- B. The Leading Nations.
 - 1. Looseness of national organization.
 - 2. General conditions in the leading nations of Europe.
 - 3. The uncertainty of authority.
 - a. Because of breaking down of feudalism.
 - b. Because of the claims of the Catholic Church.
- C. Government.
 - 1. Monarchies; the free cities.
 - 2. The privileged classes. Consisted of whom? origin.
- D. Religion and Education.
 - 1. Universality of the Catholic Church.
 - a. The Eastern or Greek Church.
 - b. The Western or Roman Church.
 - 2. The Church as a social force.
- E. Education.
 - 1. In charge of what institution.
 - 2. For whom.
 - 3. Character of.
 - 4. What share of the population was touched by it?
- F. Industry and Commerce.
 - 1. Agriculture.
 - a. Universality of.
 - b. Crudeness of.
 - 2. Manufacturing.
 - a. A typical shop of the time.
 - b. Machinery.
 - 3. Trade.
 - a. Effect of Crusades upon trade.
 - b. The great trade routes.
 - c. The Mediterranean as the trade center. Why?
 - d. Character of the trade.
 - e. Venice, the European metropolis. (Compare with London or New York to-day.)
 - f. Means of transportation.
 - g. Banditry and other difficulties.
 - h. Means of communication.
- G. The Spirit of the Fifteenth Century.
 - 1. The period of awakening—the Renaissance.
 - 2. Notable inventions.
 - a. Printing.
 - b. Gunpowder.
 - c. The compass.
 - 3. The thirst for knowledge.
 - a. Copernicus.
 - b. Marco Polo.

Finding of Strange Coasts.

- A. The Blocking of Old Trade Routes.
 - 1. Turkish conquests.
 - a. Capture of Constantinople. *Date.*
 - b. Interference with European trade.
- B. Portuguese Explorations.
 - 1. Henry the Navigator.
 - 2. Bartholomew Diaz rounds the Cape of Good Hope.
- C. Christopher Columbus.
 - 1. His life and character.
 - 2. His views regarding the size and shape of the earth. In what particulars was he wrong?
 - 3. Persistence of Columbus.

4. His voyages.
 - a. Number, purpose, and result of each.
 - b. General results of the work of Columbus.
- D. Vasco Da Gama and his discoveries.
- E. Cabral.
- F. Americus Vesputius. (Why did the Portuguese seem to lead in these discoveries?)
- G. The Naming of America.
 1. Story of Vesputius and Waldseemüller. (Note that Vesputius did not "steal" the honor.)
 2. Gradual adoption of the name for the whole continent.
- H. Voyage of Cabot.
 1. Reasons for England's interest in exploration; Henry VII and his ambitions.
 2. Cabot's discoveries and their importance.
- I. The Line of Demarcation.
 1. Define and locate.
 2. Made by whom?
 3. Reasons for.
 4. Disregard of this line by England.
- J. Establishment of new trade centers in Europe and the reasons therefor.
 (Somewhere, preferably at the beginning of this chapter, the Pre-Columbian discoveries should be taken up by the class, and their importance, or lack of it, discussed. Fiske's "Discovery of America," volume I, is the best source for material on this subject.)

Aboriginal America.

- A. Physical Characteristics.
 1. The Coastal Plain.
 2. The Appalachian Region.
 3. The Mississippi Valley.
 4. The Lake Region.
 5. The Cordilleras.
 6. The Pacific slope.
- B. Climate and Soil.
 1. Compare the climate of North America with that of Europe, latitude for latitude, and explain how the facts influenced settlement.
 2. Temperature and rainfall of the various regions mentioned above.
 3. The soil and how the industries of the early colonies were influenced by it.
 (No teacher can teach history properly who fails to show conclusively the effects of physical geography upon the lives of a people.)
- C. Plants and Animals.
 1. The forests; where found; varieties of woods; influence on colonization.
 2. The Prairies.
 3. Useful plants, grains and vegetables America has given to the world.
 4. Game; varieties; abundance of; part played by game in American settlement.
- D. The North American Indian.
 1. Explain the origin of the name.
 2. Physical and cultural characteristics of the Indian.
 3. Number of Indians within the present United States at the time of the discovery of America. Compare with the number within the United States to-day.
 4. The leading tribes.
 5. Indian government. Clans; tribes; confederacies.

6. Religion.
7. Civilization.
8. Indian character.

The Gold Hunters of Spain and the Fishermen of France.

- A. Gold Hunters From Spain.
 1. Slow settlement and the reasons therefor.
 2. Early Spanish settlements in the West Indies.
 - a. Haiti.
 - b. Porto Rico.
 - c. Jamaica.
 - d. Cuba.
 3. Purposes of Spanish exploration.
 4. Noted names among Spanish explorers. Balboa; Ponce de Leon; Narvaez; Cabeza; De Soto; Coronado. (Give brief accounts of each and tell what each accomplished.)
 5. Extent of the Spanish claims.
 6. Note what effect Spanish settlement has had on the present United States.
- B. The Fishermen of France.
 1. Importance of fish in the diet of medieval Europe.
 2. Reports by the Cabots on the Newfoundland fisheries.
 3. France takes advantage of the report.
- C. The Clash between Spain and France.
 1. French and Spanish enmity. (See any European history.)
 2. Verrazano's expedition.
 3. Cartier and the St. Lawrence.
 4. Ribault and Port Royal.
 5. Laudonniere and his attempted settlement of Florida.
 6. Destruction of his colony by Menendez.
 7. Founding of St. Augustine by the Spanish.

(Explain the rise of Protestantism in Europe and show the effect it was destined to have on American settlement and history.)

The Rise of England in the Sixteenth Century.

- A. England pushes out upon the seas.

(Either the teacher should give the class a résumé of English history, or the class as a whole should expand the work given in the text. The idea that the history of England is *our* history should be stressed.)

 1. English fishermen and the New World.
 2. Backward condition of England. Reasons for.
 - a. Government.
 - b. Civilization.
 - c. Religion.
 - d. Education.
 3. English growth and expansion.
 - a. In industry.
 - b. In power on the sea.
 4. Early English Exploration.
- B. Clash between Spain and England.
 1. John Hawkins breaks the Spanish monopoly of the Slave Trade. Attitude of Christendom toward this traffic.
 2. Spain attempts to regain her lost control of this trade.
 3. Other causes of hostility between Spain and England.
 - a. Religious enmity.
 - b. Personal animosities between the two sovereigns.
 - c. Spanish fear of England's growing commerce and naval power.

4. Sir Francis Drake.
 - a. Story of his life.
 - b. Circumnavigation of the globe.
5. The Spanish Armada.
 - a. Its purpose.
 - b. Its defeat (date).
 - c. Vast importance of its defeat to American and European history.
- C. England Attempts to Colonize.
 1. Sir Humphrey Gilbert's Expedition.
 - Date; location of colony; failure.
 2. Sir Walter Raleigh takes up the work. Story of his life.
 - a. Amidas and Barlow.
 - b. Ralph Lane.
 - c. The Roanoke Colony. (The story of this colony with the mystery of its disappearance and the traditions of the present day "Croatian Indians" makes very interesting material for special reports.)

The Coming of the English, French and Dutch.

- A. Coming of the English.
 1. The changed conditions in England that made emigration desirable.
 - a. Surplus of labor.
 - b. Surplus of capital.
 - c. Surplus of manufactures.
 - d. Disturbed religious conditions.
 2. The Virginia Grant.
 - a. The great English companies.
 - b. Organization of the Plymouth and London Companies.
 - c. Date.
 - d. Boundaries of the grants.
 - e. Purposes of organization.
 3. The London Company.
 - a. Charters of 1606-'09-'12. (Note the variation in these charters in regard to boundaries and form of government. Especially note the boundaries as given in the Charter of 1609 with reference to their influence upon the subsequent history of the United States.)
 - b. Founding of Jamestown. (Date, location, government, character of settlers, business features of the venture. Captain John Smith, Sir Thomas Dale, economic success of the colony, early communism and the abandonment of it, the part of tobacco in the history of the colony, indentured servants, introduction of slavery, Indian troubles, representative government, loss of charter.)
- B. Coming of the French.
 1. Explorations of Champlain and the founding of Quebec.
 2. English and French methods and purposes of exploration compared. What have been the effects of these differences upon American History?
- C. Coming of the Dutch.
 1. The explorations of Henry Hudson.
 2. Contrast the Dutch and French treatment of the Indians and show how it affected French and American history.
 3. Founding of New Netherlands.
 4. Other claimants to the Dutch lands.
 5. Founding of New Amsterdam.

The Colonization of New England.

- A. The Background of New England Colonization.
 1. Weymouth and Pring.
 2. Attempt of the Plymouth Company to found a colony at the mouth of the Kennebec. Reasons for failure.
 3. Importance of the Maine fisheries.

- B. The Pilgrims and Plymouth.
 - 1. Religious conditions in England,—the Established Church, Puritans, Separatists, Pilgrims.
 - 2. Persecution of dissenters.
 - 3. The story of the Pilgrims.
 - a. In England.
 - b. In Holland.
 - c. Business features of the grant from the London Company.
 - d. The voyage of the Mayflower.
 - e. The settlement at Plymouth. (Why did the Pilgrims finally settle outside of the London Company's domain? Has the fact that they did so had any influence on our history?)
 - 4. The Mayflower Compact.
 - a. Its provisions.
 - b. Its significance.
 - 5. The Pilgrim leaders—Caryer, Brewster, Standish.
 - 6. Abandonment of communism.
 - 7. Representative government established—the General Court.
- C. The Puritans and Massachusetts.
 - 1. The Massachusetts Bay grant; its terms and boundaries.
 - 2. Founding of Salem—John Endicott.
 - 3. Founding of Boston—John Winthrop.
 - 4. The Great Migration. Dates and causes.
 - 5. Independence of Massachusetts. The charter is brought to America.
 - 6. Form of Government.
 - a. General Court.
 - b. Test of citizenship.
 - c. The town; its origin and importance.
 - d. Development of the town meeting.

The Expansion of Massachusetts and the Development of New England.

(It is very easy to spend too much time on the individual New England Colonies. The teacher should see that this is not done. Only the events that influence our later history need to be stressed. The same thing may be said in the study of the other Colonies as well. Typical colonies should be studied in detail, others more casually.)

- A. New Hampshire.
 - 1. Grant to Mason and Gorges.
 - 2. Settlement at Portsmouth.
 - 3. Division into Maine and New Hampshire.
 - 4. Union with Massachusetts.
 - 5. Final separation from Massachusetts, 1691.
 - 6. Union of Maine and Massachusetts.
- B. Rhode Island.
 - 1. Roger Williams and his doctrines.
 - a. Separation of church and state.
 - b. Religious liberty.
 - 2. Anne Hutchinson and Providence Plantation.
 - 3. Charter of 1663.
- C. Connecticut.
 - 1. Importance of the Connecticut Valley.
 - 2. Occupation by the Dutch.
 - 3. Hooker and the settlement of Hartford.
 - 4. The Pequot War.
 - 5. The "Fundamental Orders." Their importance.
 - 6. Davenport and New Haven.
 - a. Religious character of the government.
 - b. Compare with Hartford.
 - c. Involuntary union with Hartford under Charter of 1662.

D. Development of "New England."

1. The New England Confederation.
 - a. Reasons for forming.
 - b. Colonies admitted.
 - c. Form of government.
 - d. Why may it be considered the first step toward our present federal union?
2. Growth of a spirit of independence in New England.
 - a. Reasons for weakening of English control.
 - b. Independence of the Puritan church and the establishment of a virtual theocracy.
3. Persecution of the Quakers.
4. King Philip's War; its causes and results.
5. Sir Edmond Andros and his attempt to establish the "Dominion of New England."
6. The "Glorious Revolution" in England and its effects in America.
7. Massachusetts is made a royal province.

The Old Dominion and Its Neighbors.

A. Virginia.

1. The plantation system and its important results.
2. The Cavaliers and their effect on our history.
3. Virginia under Cromwell.
4. Governor Berkeley and Bacon's Rebellion.
5. Virginia and the Navigation Laws.
6. Colonial life in Virginia.

B. Maryland.

1. The grant to the Calverts.
2. Important terms of the charter.
(Note the boundaries of Maryland. Each one became a really important factor in subsequent American history.)
3. Settlement and early prosperity.
4. Government.
5. The Toleration Act. (Compare with Roger Williams' Plan in Rhode Island as to date and liberality.)
6. Maryland under Cromwell.
7. Brief account of Maryland's history down to the Revolution.

C. The Carolinas.

1. The grant to Heath.
2. The grant to Clarendon and his associates.
3. First settlement in North Carolina. (Note the origin of most of the settlers.)
4. Settlement of South Carolina. (Note the origin of the settlers.)
5. The "Grand Model" and its failure to function.
6. Resources of the Carolinas and their rapid development.
7. Troubles with pirates and rebels.
8. History of the Carolinas until the Revolution.

The Middle Colonies.

A. End of the Dutch Rule in New York.

1. The "Patroon" system. What was it? Why was it used? Why did it fail?
2. The City of New Amsterdam.
3. Attempts of Sweden to colonize in the New World. What events in Europe led to these attempts?
4. Hopelessness of the Dutch in New York.
5. The English conquest of New Netherlands. Why was the downfall of the Dutch in America a good thing for the future United States?
6. What contributions to our national character and institutions did the Dutch make?
7. Various changes in the government of New York.

- B. New Jersey.
 1. Early settlements of the Dutch, English and Swedes.
 2. The grant to Berkeley and Carteret.
 3. Establishment of representative government.
 4. Division into East and West Jersey.
 5. Sale of West Jersey. Government by the Quakers—The "Concessions and Agreement."
- C. Pennsylvania and Delaware.
 1. Require the student to give a brief sketch of the origin of the Quakers and of the life of William Penn.
 2. Penn's Charter and the "Holy Experiment."
 3. Penn secures Delaware and unites it to Pennsylvania.
 4. Founding of Philadelphia.
 5. Penn's relations with the Indians.
 6. Growth and prosperity of the colony.
 7. Delaware sets up its own legislature.

The Colonies in 1700.

- A. Area of settlement. The frontier line (see map on page 103).
- B. Population.
 1. Character of.
 2. Towns and cities.
- C. Industrial and commercial conditions.
 1. Agriculture.
 - a. Chief crops.
 - b. Methods of cultivation.
 - c. Farm life.
 2. The labor system.
 - a. In the North. (Community co-operation, free labor, slavery.)
 - b. In the South. (Slavery, indentured servants.)
 3. Industries and occupations.
 - a. The fur trade.
 - b. Fishing.
 - c. Shipbuilding.
 - d. Manufacturing. (Why did manufactures not flourish?)
 4. England's policy of repression.
 - a. Reasons for it.
 - b. False economic theories—the "Mercantile System."
 5. Colonial roads.
 6. Colonial exports.
 7. The slave trade and the so-called "Triangular" trade.
 8. Colonial money.
- D. Social and political conditions.
 1. Religion in the northern, middle and southern colonies.
 2. Education in the northern, middle and southern colonies.
 3. Government.
 - a. Charter colonies. (Define and name.)
 - b. Proprietary colonies. (Define and name.)
 - c. Royal colonies. (Define and name.)
 4. Charters become the basis of later constitutions.
 5. Departments of government—legislature, judges, governor.
 6. The suffrage.
 7. Local government in northern, middle and southern colonies.
 8. Which type of local government prevails in the United States to-day?
 9. Colonial self-government. What was the effect of this freedom upon the political thought of the people?

Pushing Back the Frontier Line.

- A. Extension of the settled area in New England; New York; Virginia. What importance did this westward movement, especially in Virginia, have for the future United States?

- B. Pennsylvania extends her western frontier.
 - 1. The Pennsylvania Dutch. Origin and place of settlement.
 - 2. The Scotch-Irish.
 - a. Origin.
 - b. Reasons for coming to America.
 - c. Place of settlement.
- C. Settlement of western Maryland and the Carolinas.
- D. Settlement of Georgia.
 - 1. Oglethorpe and his purpose in the settlement of Georgia.
 - 2. Plan for the government of Georgia. Prohibition of rum and slavery.
 - 3. Success of Oglethorpe's experiment.
 - 4. Georgia and the Spanish colonies.
 - 5. Georgia is made a royal province.

The Struggle for a Continent.

- A. Extension of French Power in America.
 - 1. Slowness of French colonization before 1660. Reasons for.
 - 2. Efforts of Louis XIV to colonize more rapidly.
 - 3. Expeditions of Marquette and Joliet.
 - 4. The Work of La Salle.
 - 5. Respective positions of England and France by 1680 in regard to location and extent of territory claimed; population in these regions; government of their colonies.
- B. Border Warfare of the French and English.
 - 1. The English Alliance with the Iroquois. (See the story of Champlain and his warfare against these Indians for the reasons for this alliance.)
- C. The Intercolonial Wars.
 - 1. King William's War.
 - 2. Queen Anne's War.
 - 3. King George's War.

(In each of these struggles, give the European name and cause of the war, a brief account of the part played by the Colonies, the treaty of peace in so far as it affected America.)
- D. The French in the Mississippi Valley.
 - 1. Efforts of the French to secure the Mississippi Valley.
 - a. Founding of Natchez and New Orleans.
 - b. Other French forts and their location.
 - 2. Character of French colonization.
 - 3. Explain the danger to the English Colonies of the increasing French power.
 - 4. Explain fully, using a map, the French and English claims.
 - 5. The Virginia land companies.
 - 6. Determination of the French to make good their claims. Building of more forts in strategic places.
 - 7. Dinwiddie's protest and the French reply.
 - 8. Spirit of disunion in the English Colonies. Reasons for.
 - 9. The Albany Plan of union.
 - a. Date.
 - b. Chief provisions.
 - c. Reception by the Colonial governments.
 - d. Reception by English government.
- E. The French and Indian War.
 - 1. European background of this war and American causes.
 - 2. Dates.
 - 3. English plan of campaign.
 - 4. Defeat of Braddock.
 - 5. Conquest of Acadia and exile of the Acadians.
 - 6. William Pitt and his new policy toward the French in America.
 - 7. Capture of Louisburg.
 - 8. Capture of the Western forts.

9. Capture of Quebec, 1759.
10. Treaty of Paris. (The terms of this treaty as they affected America should be learned thoroughly.)
11. The meaning of the French and Indian (Seven Years) War to the world at large.

Early Westward Movement.

- A. Clearing the Way for the White Man.
 1. The status of the Indian at the close of the French and Indian War.
 2. The Proclamation of 1763.
 - a. Could George III have had any other purpose than that of pacifying the Indians when he issued this proclamation?
 - b. What would have been the effect upon the colonies had it been carried out?
 3. Pontiac's Conspiracy.
 4. Treaty of Fort Stanwix.
- B. Early Settlements in the Upper Ohio Valley.
 1. Founding of Pittsburgh and Wheeling.
 2. Lord Dunmore's War.
- C. Settlement of Kentucky.
 1. Story of Daniel Boone.
 2. Henderson and "Transylvania."
- D. Frontier Life.
 1. Forts.
 2. Hardships and dangers.
 3. The frontier home and home life.
 4. Character of the backwoodsman.

(Here and in the further westward movement the influence of the pioneer on American customs, both political and social, should be carefully considered.)

Colonial Life, 1763-1783.

- A. Industrial and Commercial Conditions.
 1. Colonial Agriculture. Differences in North and South.
 2. Fishing.
 3. Shipbuilding.
 4. Manufactures.
 - a. Why not more extensive.
 - b. Difference between North and South.
 - c. Iron manufactures.
 5. Commerce. Character of imports and exports.
 6. Colonial money.
 7. Transportation.
 - a. Roads.
 - b. Vehicles.
 8. The postal system.
- B. Social and Political Life.
 1. Population.
 - a. Non-English elements.
 - b. Slaves.
 2. Towns.
 3. Social life. Compare the three sections—New England, Middle colonies, and Southern colonies.
 4. Education.
 - a. Compare the three sections.
 - b. Name and locate the colleges founded before the end of this period.
 5. Books, newspapers, and libraries.

The Quarrel.

- A. Relations between the Colonies and the Mother country.
 - 1. Virtual independence of the colonies and the royal governors. (Explain the difference between the attitude toward the king and toward Parliament.)
 - 2. England's change of policy. Give the reasons which served to bring it about.
- B. Questions of Taxation.
 - 1. England's plan to tax the colonies.
 - a. Reasons for levying taxes.
 - b. Plans for spending tax money.
 - 2. Smuggling.
 - 3. Writs of assistance.
 - 4. The Sugar and Molasses Acts. Were the objections of the Colonists to these acts, on the grounds that it was unjust taxation, sincere?
 - 5. The Stamp Act.
 - a. The English government's offer to allow the colonies to tax themselves.
 - b. Resistance to the act. Stamp Act Congress.
 - c. How sincere were the Colonies in their demand of "No taxation without representation?"
 - 6. Repeal of the Stamp Act.
 - 7. The Declaratory Act.
 - 8. Taxes placed on glass, paper, etc. Purpose for which proceeds were to be used.
 - 9. Repeal of taxes except upon tea. Reasons for retaining the tax on tea.
- C. Party Divisions: Lawlessness.
 - 1. Formation of parties in America. (Investigate in various American authorities and in Lecky and see if the Patriot party consisted largely of the lower and middle classes, as your author states.)
 - 2. The division of English sentiment.
 - a. Explain the reasons for this division of English sentiment. (The student who wishes to understand thoroughly this period of American history will take pains to know the great questions agitating England at this time.)
 - b. Show that English liberty was bound up with America's struggle for liberty.
 - c. Mention at least three great Englishmen who espoused America's cause and three who did not.
 - 3. The Boston Massacre.
 - a. Can you justify the term "massacre" as the name of this event?
 - b. The removal of the troops.
 - 4. Burning of the Gaspee.
 - 5. Committees of Correspondence. (Great care should be taken to show the importance of these committees both as agencies of revolt and as foundations for union.)
 - 6. England retains the tax on tea. Why? Boston Tea Party.
 - 7. The Intolerable Acts.
 - 8. The Quebec Act. Reasons why it was so distasteful to the colonies.

Blows and Separation.

- A. The Spirit of Union.
 - 1. Response of the Colonies when the port of Boston is closed.
 - 2. The First Continental Congress. Date; composition; purpose; authority; acts; results.
- B. War and Revolt.
 - 1. Failure to suppress Massachusetts.
 - 2. Lexington and Concord.
 - 3. Bunker Hill.
 - 4. Effect of the preceding engagements upon British rule in the colonies.

- C. The Loyalists. (Read Lecky for the English point of view and Fiske for the American side.)
 - 1. Who were the Loyalists?
 - 2. How numerous were they and what classes of the population did they represent?
 - 3. What treatment was accorded them by the Patriots?
 - 4. Justice or injustice of this treatment.
- D. Second Continental Congress.
 - 1. Dates.
 - 2. Reasons for.
 - 3. Authority of.
 - 4. Important members.
 - 5. Important acts.
 - 6. Deterioration. Causes for.
- E. Expulsion of British from Boston.
 - 1. Organization of an American army and appointment of Washington as commander.
 - 2. Movements leading to the evacuation of Boston.
- F. Declaration of Independence. (The class should study carefully the steps which led to the Declaration. Again consult both Lecky and Fiske.)
 - 1. Lord North's attempts at conciliation and their failure.
 - 2. The Prohibitory Act.
 - 3. Thomas Paine's writings and their effect on public opinion.
 - 4. The Declaration of Independence. (This document is worth a very careful and definite study.)
 - a. Date.
 - b. Author.
 - c. Variation of original draft from final declaration.
 - d. Effect of the Declaration. At home and abroad. On the subsequent history of mankind.

The Struggle and the Victory.

This outline of the military events of the Revolution follows the adopted text. To the writer's mind it would be better to study this part of the Revolution by considering the varying purposes of the British, which were:

- (1) To separate New England from the rest of the Colonies;
- (2) The capture of the "rebel" capital;
- (3) The attempt to "fray" the colonies out on the edges.

In this way the great leaders can be followed through the war to its conclusion.

- A. The Contestants.
 - 1. Comparison of armies, and resources of the contestants.
 - 2. Influence of geographic and economic conditions.
- B. Plan of campaign.
 - 1. British decide to "divide and conquer."
 - 2. British attempts at the South. Results.
 - 3. Campaign at the North.
 - a. Movements of Washington on Long Island, in New York, and in New Jersey.
 - b. Campaign around Philadelphia.
 - c. Surrender of Burgoyne.
- C. The French Alliance.
 - 1. Attitude of the French and the reasons therefor.
 - 2. The work of Franklin in France.
 - 3. The Treaty of Alliance.
 - 4. Renewed attempts at conciliation—results.
- D. Monmouth.
- E. Arnold's Treason.

- F. War at the South.
 - 1. Reasons why England sought peace with America.
 - 2. Greene's Retreat.
 - 3. Yorktown.
- G. The Treaty of Peace.
 - 1. Reasons why England sought peace with America.
 - 2. The American Commissioners.
 - 3. Attitude of France and Spain.
 - 4. Terms of the Treaty. Why so liberal? (Read Fisk's "Critical Period" for this topic.)
- H. Side topics on the Revolution.
 - 1. Naval Warfare.
 - 2. Employment of the Hessians.
 - 3. The Conway Cabal.
 - 4. Use of Indian and Tory forces.
 - 5. Important work of George R. Clarke.
 - 6. Benedict Arnold and Charles Lee.
 - 7. Why did not Canada revolt with the Colonies?
 - 8. Causes for the victory of the Americans.
 - 9. Effect of the virtual expulsion of the Tories upon our national life.

A Critical Period, 1783-'87.

- A. Formation of State Governments.
 - 1. Written State Constitutions.
 - 2. Democracies.
 - a. Organizations.
 - b. Powers.
- B. Articles of Confederation.
 - 1. Slow development of.
 - 2. Hindrances of ratification. The Northwest Territory. (Show how fortunate it was that the "Landless states" held out until this territory became a national domain.)
 - 3. The Articles a mere alliance.
 - 4. Analysis of the Articles.
 - a. Weakness and strength.
 - b. Powers of Congress.
- C. Evil days of the Confederation.
 - 1. Break down of the Articles in regard to:
 - a. Foreign affairs.
 - b. Enforcement of Treaty obligations; Treatment of Tories; failure of England and Spain to observe treaty obligations.
 - c. Lack of taxing power.
 - 2. Restlessness of the army. Newburgh Addresses.
 - 3. Commercial affairs. State jealousies and varying tariffs.
 - 4. Finances.
 - a. No national coinage.
 - b. The Continental Currency.
 - c. Adoption of the decimal system.
 - d. State issues of currency.
 - e. Shays' Rebellion.
- D. The Northwest Territory.
 - 1. Ordinance of 1787.
 - a. Provisions.
 - b. Importance of.

Forming a More Perfect Union.

- A. Tendencies toward disunion.
 - 1. Geographical conditions.
 - 2. Sectional interests and jealousies.
 - 3. Fear of a central power.

- B. Tendencies toward union.
 - 1. Similarity of social and political life.
 - 2. The common interest of the Northwest Territory.
 - 3. Example of Shay's Rebellion.
- C. The Constitutional Convention.
 - 1. Events leading to this convention.
 - a. Meeting at Alexandria.
 - b. The Annapolis Convention.
 - 2. The Convention at Philadelphia, 1787.
 - a. Ostensible purpose.
 - b. Real purpose.
 - c. Leaders.
 - d. Difficulties overcome.
- D. The Constitution.
 - 1. The Three Great Compromises.
 - 2. Fundamental differences from the Articles.
(A brief analysis of the Constitution along the lines suggested by the text is desirable.)
- E. Ratification of the Constitution.
 - 1. How ratified.
 - 2. Federalists and Anti-Federalists.
 - 3. The work of Hamilton and Madison.
 - 4. Steps to put the new Constitution into effect.

Setting the Federal Constitution in Motion.

- A. Organization of the New Government.
 - 1. Election of Washington.
 - a. Date of election.
 - b. Date of inauguration. Why so late?
 - 2. Washington's Cabinet. Authority for its establishment.
 - 3. Organization of the judiciary.
 - a. Constitutional provision for.
 - b. Various courts organized.
 - c. Important cases brought before the Federal Courts.
 - 4. Amendments to the Constitution during Washington's Administration.
- B. Financial measures.
 - 1. State of the national finances in 1789.
 - 2. The first tariff law.
 - 3. Hamilton's financial plan.
 - a. The foreign debt.
 - b. The domestic debt.
 - c. Assumption of State debts.
 - d. Excises.
 - e. The United States Bank.
 - f. Effect of these measures.
 - 4. Establishment of a mint and issuance of a National coinage.
- C. Emergence of political parties.
 - 1. Reasons for the rise of parties.
 - a. Jealousies of leaders.
 - b. "Strict and Loose" construction of the Constitution.
 - c. Rise of partisan newspapers.
 - 2. The Federalists.
 - a. Leaders.
 - b. Chief doctrines.
- D. Foreign Relations.
 - 1. Conditions in France.
 - 2. Public sympathy for the new French Republic.
 - 3. Washington's policy of neutrality. Was it justifiable?
 - 4. "Citizen" Genet and his mission.

5. Troubles with England.
 - a. Impressment.
 - b. Jay's Treaty. Terms: unpopularity.
6. Troubles with Spain.
7. Troubles with the Barbary States.
- E. Washington's Farewell Address. (This should be studied with considerable care and with particular attention to its relation to current history.)
- F. Election of John Adams. Appearance of party rivalry and sectionalism.
- G. Relations with France.
 1. Insulting conduct of the French Government.
 2. The X. Y. Z. Affair.
 3. Preparation for War.
- H. Downfall of the Federalist Party.
 1. Causes for.
 - a. Opposition to their centralizing tendencies.
 - b. Bungling of the French question.
 - c. Unpopular laws: Alien Act; Sedition Act.
 - d. Internal quarrels.
 2. Reasons why their downfall was not to be regretted.
 3. Virginia and Kentucky Resolutions.
 - a. Dates and authors.
 - b. Doctrines of.

(Great pains should be taken to show the sinister influence these resolutions had when nullification became an issue.)
 4. Election of Jefferson.
 - a. Peculiarities of the election.
 - b. The Twelfth Amendment.

(This is a good place to study rather carefully and in a comparative way the lives of the great leaders, such as Hamilton, Madison, Marshall, etc.)

A Survey of a Newborn Nation.

Social and Political Conditions. (The author's chapter on these topics is excellent and the references at its end are good, but McMaster's School History and Coman's Industrial History will be found interesting and well adapted to the use of High School students. Too much stress cannot be put upon the Western movement and its influence upon our national life and institutions.)

Things to be especially noted:

1. The homogeneity of the population.
2. The status of slavery, both North and South.
3. The Industrial Revolution.
4. Our merchant marine.
5. The Western movement of the frontier line.
6. The Western movement as it affected the institution of slavery; our manners and customs; our attitude toward England (leading to War of 1812).

The Struggle for Commercial Freedom.

- A. Jeffersonian simplicity and principles.
 1. Contrast the inauguration of Jefferson with that of his predecessors.
 2. Jefferson's principles of government.
 3. How much did they differ from the actual practice of the government under Washington and Adams?
 4. Note how far Jefferson's practice departs from his theory.
 5. Jeffersonian laws.
- B. War with Tripoli.
 1. Causes.
 2. Results.
- C. Purchase of Louisiana.
 1. History of Louisiana up to 1803.

2. Our reasons for wanting to buy.
3. Napoleon's reasons for wanting to sell.
4. Terms of the Treaty.
 - a. Purchase price.
 - b. Indefiniteness of boundaries.
 - c. Basis of opposition to the purchase.
 - d. What did this purchase mean to the future history of the United States.
5. Lewis and Clark's expedition; importance of:
- D. Foreign affairs.
 1. Unfriendly attitude of France.
 2. English Depredations.
 - a. Impressment.
 - b. The Chesapeake Affair.
- E. Measures aimed at England.
 1. The Embargo Act.
 - a. Provisions.
 - b. Effect.
 2. The Non-Intercourse Act.
- F. Election of Madison.
- G. War with England.
 1. Review the steps leading to War, beginning with the non-observance by both parties of certain articles in the Treaty of 1783.
 2. British Orders in Council.
 3. Erskine's promise and the repeal of the Non-Intercourse Act.
 4. Clashes on the Sea.
 5. Declaration of War.
 6. America's unpreparedness and division. New England's attitude.
 7. Leading events of the War. (The military side of the War of 1812 may be studied under three heads: American attempts to invade Canada; the naval warfare; British invasion of the United States.)
 8. The Treaty of Ghent.
 9. Effects of the War.
 - a. Commercial.
 - b. Industrial.
 - c. National and political. Birth of a national consciousness; the Hartford convention and fall of the Federalists.

The Western Movement.

- A. The National Land Policy.
 1. Abundance and cheapness of land.
 2. Effect of the government's land policy on our national growth and prosperity.
- B. Settlement of the Northwest.
 1. Character of population.
 2. Early routes and conditions of transportation.
 3. Admission of States.
 4. Attempts to force slavery in the Northwest territory.
 5. National Road building.
 6. The steamboat.
- C. Settlement of the Southwest.
 1. Difference in type of settlers.
 2. Division of Louisiana.
 3. Admission of states carved from the Southwest.
 4. Purchase of Florida.
 - a. Reasons for.
 - b. Terms of Treaty. (Especially with reference to our claims and the Spanish claim to Oregon.)
 5. Settlement of Missouri.
- D. Frontier life and its effect on our national character.

An Era of Good Feeling.

- A. Growth of American Nationality.
 - 1. Monroe's tour and its effect.
 - 2. Chief Justice Marshall and the importance of his decisions.
 - a. McCulloch versus Maryland.
 - b. Marbury versus Madison.
 - c. Gibbons versus Ogden.
 - d. Cohens versus Virginia.
- B. The Missouri Compromise.
 - 1. Application of Missouri and Maine for statehood.
 - 2. The Tallmadge Amendment.
 - 3. Reasons for and against the extension of slavery.
 - 4. Debate on the admission of Maine and the power of Congress over the admission of new states.
 - 5. The Compromise itself.
 - a. Date; author; provisions.
 - b. Which section gained by the compromise, the North or the South?
 - c. The policy of keeping a balance between slave and free states.
 - d. Why did the Compromise "kindle the fire which all the waters of the ocean cannot put out"?
- C. The Monroe Doctrine.
 - 1. Menacing attitude of foreign powers.
 - a. Russian advance in America and the Treaty of 1824.
 - b. Great Britain and Texas.
 - c. The Holy Alliance. Origin, aims, and its attempt to restore to Spain her lost American possessions.
 - 2. The Monroe Doctrine itself.
 - a. Date and author.
 - b. Vital principles of.
 - c. Its meaning for America and the New World.
- D. The tariff of 1824. Clay's "American System" and what it meant.
- E. The Change of Leaders.
 - 1. End of the "Virginia Dynasty."
 - 2. What did this change of leaders mean in regard to the policy of our government?
- F. The Election of John Quincy Adams.
 - 1. Peculiarities of his election.
 - 2. Bitterness aroused by it.

The Jacksonian Era.

- A. Jackson's Quarrel with Adams.
 - 1. Character of each man.
 - 2. Reasons for the quarrel.
 - 3. Jackson's appeal to the people.
 - 4. Unpopularity of Adams' administration. Where did the blame for Adams' failure really belong?
 - 5. Tariff of Abominations.
 - 6. New party alignments.
 - 7. The election of 1828. Reasons for Jackson's success.
 - 8. Jacksonian democracy compared with Jeffersonian democracy. (Here is a good place to study the rise of our present system of party nominations.)
- B. Jackson and rotation in office.
 - 1. Incidents of the inauguration.
 - 2. The Civil Service up until the time of Jackson.
 - 3. Jackson and the Spoils System.
 - a. Was there a precedent for his action?
 - b. Effects of the Spoils System: On employees of the government and on our political life.

- C. Jackson and Nullification. (It would be well to review here the episodes in our history bearing on the question of nullification, such as the Virginia and Kentucky Resolutions, and the Hartford Convention.)
1. The question of tariff reduction.
 - a. Changed attitude of the South on the question of the tariff.
 - b. Webster and Calhoun. Life and character of each man and the arguments of each on the question of nullification. Webster-Hayne Debates.
 - c. Tariff of 1832.
 - d. Compromise Tariff of 1833.
 - e. Was Jackson's Victory in the quarrel with South Carolina a complete one?
 2. Jackson's fight on the United States Bank. (Require a brief review of the history of the bank, including its good and bad points.)
 - a. The Campaign of 1832 and the re-election of Jackson.
 - b. Jackson's determination to be rid of the bank at once. Removal of deposits.
 - c. Censure of Jackson.
- D. Jackson and the Indians.
1. His dislike of the Indians.
 2. Removal of the Indians of the South.
 3. Jackson and Georgia.
(Jackson's Administration is one of great importance, and the student should be well grounded in his knowledge of it.)
- E. The Administration of Martin Van Buren.
1. Van Buren—the heir of Jackson in more ways than one.
 2. The condition of the country.
 - a. Finance and currency.
 - b. Speculation.
 - c. Jackson's unwise money policy—The Specie Circular.
 3. Panic of 1837.
 - a. Reasons for.
 - b. Effects of.
 4. The Independent Treasury.
- F. The Election of 1840.
1. The Parties—candidates—principles.
 2. Picturesqueness of Campaign.

Progress between 1820 and 1840.

- A. The Westward Movement between 1821 and 1840.
1. Extension of the National Road and its effect on settlement.
 2. The Erie Canal and its wonderful effect on New York City and the Middle West.
 3. Other canals.
 - a. In Pennsylvania.
 - b. In the West.
 4. Early railroads.
 5. Growth of settlement in the Middle West. Admission of Michigan.
 6. Trade between the West and the South.
 7. Southern expansion. Admission of Arkansas.
- B. Commercial and Industrial Progress.
1. Development and movement of inland trade.
 2. Slow recovery of foreign trade after War of 1812.
 3. Rise of the Factory System.
 - a. Cotton manufactures.
 - b. Woolen manufactures.
 - c. Iron manufactures.
- C. Education and Literature.
1. Free schools in the North; South; West.
 2. Great writers of the period.

- D. Social Betterment.
 - 1. Social reforms.
 - 2. Dorr's Rebellion.
 - 3. Anti-Rent troubles.
 - 4. Labor Organizations.
 - 5. Socialistic Movements.
 - a. Robert Owens.
 - b. Brook Farm.
 - 6. Rise of the Abolitionists.
 - a. Leaders.
 - b. Their work.
 - 7. The Right of Petition. The "Atherton Gag" rule.

The Great Westward Extension.

- A. Tyler and the Whigs.
 - 1. Death of Harrison.
 - 2. John Tyler becomes president. (The student should know why Tyler was placed on the Whig ticket in the first place.)
 - 3. Tyler's attitude toward the United States Bank.
 - 4. Tyler's break with his party.
 - a. Resignation of his Cabinet.
 - b. Webster remains to complete Treaty with England.
- B. The Texas Question.
 - 1. Early American settlement of Texas.
 - 2. The "Line of 1819" and other provisions concerning Texas in our Treaty with Spain at that date.
 - 3. Texan Independence.
 - a. The part Americans took in the struggle.
 - b. The Alamo.
 - 4. Danger to the United States of Texas Independence.
 - 5. The annexation movement.
 - a. Attempts and failures.
 - b. The Oregon and Texas questions joined.
 - c. Election of 1844 and annexation.
 - d. Annexation completed.
- C. The Oregon Question.
 - 1. Claims of the United States. (The student should get a clear idea of the early history of this region and the part Americans took in it.)
 - 2. Settlement of the Oregon question.
- D. The Acquisition of California and New Mexico.
 - 1. Polk's plan to gain peaceful possession of these territories.
 - 2. England's designs on California.
 - 3. Slidell's mission to Mexico.
 - 4. The Mexican War.
 - a. Causes of—How just was this war?
 - b. Trace briefly the military events.
 - c. Fremont and California.
 - 5. Treaty of Guadalupe Hidalgo.

(The student should be led to see that the Mexican War was primarily a war for slavery.)

The Westward Movement in the Forties.

- A. The Pre-emption Act—Agricultural Importance. Immigration.
 - 1. The Public lands and Westward Expansion. The Pre-emption Act of 1841 and its influence on permanent settlement.
 - 2. Agricultural Implements. The plow—reaper—threshing machine.
 - 3. Immigration.
 - a. Conditions in Europe favoring emigration.
 - b. Immigration prior to and following 1840.

- B. The Upper Mississippi, and Lake Region.
 - 1. Settlement of Iowa.
 - 2. Settlement of Wisconsin.
- C. The Pacific Coast Region.
 - 1. Settlement of Oregon and formation of a territorial government without slavery.
 - 2. California.
 - a. The Missions.
 - b. Discovery of gold.
 - c. California admitted as a free State.
- D. Utah and New Mexico.
 - 1. The Mormons—their origin and history up to 1844.
 - a. Settlement in Utah.
 - b. Demand for statehood.
 - 2. New Mexico—Gadsden Purchase.
- E. Commodore Perry and Japan.

Slavery in the United States.

- A. Slaveholders: Poor Whites—Free Negroes.
 - 1. Statistics of 1850 relating to slavery. (Note the comparatively small number of slaveholders, especially of large numbers of slaves.)
 - 2. The slave holding class.
 - a. Their advantages.
 - b. Their importance in governmental affairs.
 - 3. The Poor Whites. Numbers and condition.
 - 4. Free Negroes.
 - a. Numbers, South and North.
 - b. Condition, socially and politically.
- B. The legal status of the slave.
 - 1. The slave trade. The slave breeding states.
 - 2. Protection of slaves by law.
- C. Conditions of Slave life. The overseer—punishment, food, clothing, shelter, religion, and education.
- D. Moral and Industrial Aspects of Slavery.
 - 1. General opinion of morality of slavery on part of slaveholders.
 - 2. How do you account for the gradual acquiescence in the idea that slavery was right?
 - 3. Economic aspects of slavery.
 - a. Costliness of slave labor.
 - b. Were the benefits described by the author in the last paragraph on page 377 due to slavery? Would free labor have produced benefits just as great?
 - 4. Opposition to the extension of slavery. Reasons for.

Slavery an Overshadowing Issue; Party Reorganization.

- A. The Wilmot Proviso.
 - 1. Objects of the bill.
 - 2. Sectional, rather than party division over it.
 - 3. Its final defeat.
- B. The Election of 1848.
 - 1. Parties, platforms, and candidates. (Stress the rise of the Free-soil party showing the new *economic* rather than *moral* attack upon slavery.)
 - 2. Results of the election.
- C. Compromises of 1850.
 - 1. Review the question of the admission of California and the organization of the territory acquired from Mexico.
 - 2. The questions compromised. (The student should be able to state the demands of *each* side on *each* question and then to give the compromise agreed upon.)

3. Great leaders of this period. Clay—Calhoun—Webster. (Some first hand acquaintance should be had with the great speeches of these men.)
- D. The Execution of the Fugitive Slave Law.
 1. The text of the law.
 2. Attitude toward the law in the North.
- E. The Election of 1852.
- F. Uncle Tom's Cabin, Whittier's anti-slavery poems, Helper's *Impending Crisis*.
- G. Repeal of the Missouri Compromise.
 1. The Kansas-Nebraska Bill.
 - a. The purport of the act.
 - b. Motives of Douglas in presenting this bill.
 - c. Its meaning to the North; to the South.
 - d. Its effect upon the question of slavery.

The Rise of the Republican Party.

- A. Beginning of the Republican Party.
 1. Resentment over the Kansas-Nebraska Bill in the North.
 2. The "Personal Liberty" Laws of Northern states and renewal of the "Underground Railroad."
 3. Organization of the Republican party.
 - a. Date—leaders.
 - b. Elements composing.
 - c. Principles (See that the student understands that the Republican party was against the *further extension* of slavery.)
- B. The struggle for Kansas.
 1. Preparations.
 - a. In the North: Emigrant-aid companies.
 - b. In the South: Emigrants from Missouri and Southern states.
 - c. Leading men sent out.
 - d. Towns founded:
 - (1) By free-state people: Topeka, Lawrence.
 - (2) By pro-slavery people: Leecompton, Atchison, Leavenworth.
 2. Beginning of the struggle.
 - a. A. H. Reeder appointed governor July 7, 1854.
 - b. Pro-slavery delegate elected to Congress November 29, 1854. Missourians voted at this election. Result: Increased bitterness and great accession to free-state forces.
 - c. Governor Reeder has census taken before calling election for members of legislature.
 - d. Pro-slavery territorial legislature elected March 30, 1855. Many Missourians voted at this election. Governor set aside election in eight districts, and called new election there. At new election pro-slavery people refused to vote, and free-state candidates were given certificates of election.
 - e. Legislature met at Pawnee at call of governor, July 2, 1855.
 - (1) Its acts at Pawnee:
 - (a) Unseated all of free-state members elected at supplemental election called by governor, except one. Before legislature met one free-state member had refused to serve.
 - (b) Passed, over governor's veto, act to adjourn to Shawnee.
 - (2) Its acts at Shawnee:
 - (a) Asked President to remove Governor Reeder.
 - (b) Passed Missouri slave code laws, and made it an offense to say or write anything against slavery.
 - (c) Located capital at Leecompton.
 - (d) Provided for a constitutional convention.
 - (e) Passed act entitled "An act to punish offenses against slave property."
 - f. Reeder forced to leave the territory.

3. Topeka constitution, anti-slavery, October, 1855.
 - a. Convention called by free-state people, September, 1855. This convention, which issued call for election, met in response to a call by an earlier political party convention at Big Springs. The general purpose of the free-state people was to avoid obeying acts of the Shawnee legislature, called "bogus legislature," and if possible secure admission as a free state.
 - b. Constitutional convention met at Topeka, October 23, 1855. Composed entirely of free-state members.
 - c. Free-state constitution formed, submitted to the people, and ratified by them December 15, 1855. Only free-state people voted.
 - d. State election held, Robinson elected governor, other state officers and state legislature chosen, January 15, 1856.
 - e. Officers did not attempt to assume charge of the government, except that legislature met, but simply held themselves in readiness to take charge when Kansas should be admitted as a state under the constitution.
 - f. Constitution sent to Congress and opposed by President Pierce. Approved by house, disapproved by senate.
 - g. Topeka legislature dispersed by U. S. troops, July 4, 1856.
4. Lecompton constitution, pro-slavery, 1857-'58.
 - a. Convention met September 11, 1857, in pursuance of call by pro-slavery legislature. Composed entirely of pro-slavery members.
 - b. As the convention saw that the people were likely to disapprove of the constitution they decided to submit to vote only the clause regarding slavery, and so people voting on it had to vote:
 - (1) For the constitution with slavery, or
 - (2) For the constitution without slavery; thus voting for slavery in either case, for the constitution provided that slave property in the territory should not be interfered with.
 - c. On the face of the returns the constitution was almost unanimously approved, as only pro-slavery people voted.
 - d. While the convention was in session the free-state people had elected a majority of new legislature at election at which occurred the Oxford, or Cincinnati Street Directory frauds.
 - e. Free-state people urged governor to call special session of the legislature, which he did.
 - f. New legislature submitted constitution to the people so they could vote for or against it, and it was voted down almost unanimously, only free-state people voting.
 - g. Constitution sent to Congress and approved by senate, but disapproved by house. By the terms of the English bill, a compromise measure, the constitution was referred back to the people of Kansas for approval or rejection.
 - h. Constitution then rejected by more than 11,000 in total of 13,000 votes, August 2, 1858.
5. Leavenworth constitution anti-slavery, 1858.
 - a. Convention met first at Minneola, March 23, in pursuance of an act declared to have been passed over the governor's veto, but which was not. The convention adjourned to Leavenworth.
 - b. General objects in view were:
 - (1) Fight admission of Kansas under Lecompton constitution by showing Congress that people did not favor it.
 - (2) Secure admission as a free state if possible.
 - c. Submitted to and approved by people, free-state people voting, May 18, 1858.
 - d. Sent to Congress but not approved by either house.
 - e. Convention composed entirely of free-state members.
6. Wyandotte constitution, anti-slavery, 1859-'61.
 - a. Legislature submitted to people the question whether or not they wanted a constitutional convention, and the people said they did, March 28, 1859. Legislature soon called the convention.

- b. Convention met July 5, 1859. Members met as Republicans and Democrats, this being the first constitutional convention in Kansas in which more than one party was represented.
- c. Constitution ratified by the people, October 4, 1859.
- d. Robinson elected governor, and other state officers elected, December 6, 1859.
- e. Topeka made temporary seat of government.
- f. Constitution sent to Congress, but could not be approved in both houses till some of pro-slavery members withdrew on secession of Southern states.
- g. Congress approved the constitution, and the bill admitting Kansas as a state became a law January 29, 1861.
- C. Election of 1856.
 - 1. Parties, platforms, candidates, leaders.
 - 2. Democrats successful.
- D. The Dred Scott Decision.
 - 1. Facts in the case.
 - 2. The Decision itself.
 - 3. Personnel of the Supreme Court.
 - 4. Effects of this decision.
- E. The Lincoln-Douglas Debates.
 - 1. Lincoln's "House divided" speech.
 - 2. Douglas' "Freeport Doctrine."
 - 3. Important effects of these debates upon the futures of these two men.
- F. The Election of 1860.
 - 1. John Brown's Raid and its effect upon the South.
 - 2. The parties, conventions, platforms and candidates.
 - 3. Analysis of the election returns.
 - a. Electoral and popular vote of each party.
 - b. How vote was distributed sectionally.
 - c. What did these results show in regard to secession sentiment?

Progress in the Fifties.

- A. The Westward Movement.
 - 1. The building of trunk line of railroads.
 - 2. Settlement of Minnesota, and other Western states.
 - 3. Great increase in population.
 - a. Westward movement of the center of population.
 - b. Immigration.
- B. Commercial and Industrial Growth.
 - 1. Effect of western railroads on commerce.
 - 2. The Merchant Marine. Subsidies.
 - 3. Agricultural progress.
 - 4. Manufactures.
- C. Patents and Inventions.
 - 1. Number and importance.
 - 2. Great inventors.
- D. The United States Mail Service.
 - 1. "Pony Express."
 - 2. Cheap postage.
 - 3. Use of the postage stamp.
- E. Growth of Cities.
 - 1. Rapid growth of western towns.
 - 2. Contrast slow growth of southern cities.
- F. Education.
 - 1. Common schools.
 - 2. Higher education.
 - a. State universities.
 - b. Education of women.

G. Literature.

1. The "Golden Age."
2. Notable authors and their works.
3. Rise of the Daily Newspaper.

Secession and the Call to Arms.

A. Secession: The Confederate States of America.

1. Effect of Lincoln's election upon the South.
2. Were the South's fears well grounded?
(Students should study carefully the whole question of secession and the circumstances under which each Southern state seceded. What part did the rank and file of Southern people take in secession? What influence did the loss of their power in the Federal government exert on Southern politicians?)
3. Secession of seven Southern states.
4. Formation of the Confederate government.
5. Southern political leaders—who were they and what part had they played in governmental affairs prior to secession?

B. Paralysis of the Federal Government.

1. Buchanan's attitude.
2. Treason of Southern members of Congress.
3. The "Star of the West."

C. Various attempts at Compromise. Crittenden proposals. Lincoln's attitude.

D. Lincoln and the Forts.

1. His first inaugural address. (Students should be familiar with the principles enunciated in this important paper.)
2. Fort Sumter.
 - a. Demands of the South and Southern intrigue.
 - b. Lincoln's stand.
 - c. Effect of the South's attack on Sumter.

E. Preparation for War.

1. Headstart of the South owing to treachery of Buchanan's Cabinet.
2. Lincoln's call for troops and the response.

F. The Second Secession.

1. What brought it about?
2. Could a policy have been pursued by Lincoln which would have prevented it?
3. What slave states did not secede?

G. Comparison of the North and the South.

1. Numbers.
2. Wealth and resources.
3. Transportation systems.
4. Geography and the War.
5. The advantages of defensive war.

H. Southern Blunders.

1. Overestimation of the power of cotton in world commerce.
2. Wrong estimation of Northern ability to fight, and desire to preserve the Union.
3. Too much dependence upon European intervention.

The Civil War.

It is not desirable that too much time be spent on the strictly military events of the Civil War. The student should study the great objectives of the war upon the part of the North, namely: to push back the Southern line of defense and to blockade the Southern ports. The great movements which accomplished the former were the opening of the Mississippi River, the capture of Richmond and the penetration of the "heart of the South." The text may be followed for a study of the military events of the War, or, an outline of

campaigns which stresses only the more important movements and engagements of troops may be used. Only the most important battles should be given detailed attention.

- A. Attitude of foreign nations. France, England, and Russia.
- B. The Blockade and its effect.
 - 1. On the South.
 - 2. On Europe.
- C. The Trent Affair and hostile attitude of England to the North.
- D. Lincoln and Emancipation.
 - 1. Attitude toward slavery before election.
 - 2. Willingness not to interfere with slavery in the South.
 - 3. His early refusal to make the war one for emancipation.
 - 4. Gradual growth of determination to crush slavery.
 - 5. Preliminary Proclamation, Sept. 22, 1862.
 - 6. Final Proclamation, Jan. 1, 1863.
 - 7. What did the Proclamation accomplish and what did it leave undone?
 - 8. Was its use justifiable? Why?
 - 9. Its reception at the North; at the South; in Europe.

War Times North and South.

- A. Keeping the ranks filled.
 - 1. Losses of men in the Civil War.
 - 2. The Draft.
 - a. In the South.
 - b. In the North.
 - c. Draft riots in New York City.
 - d. Substitutes and "bounties."
 - 3. Number of men enlisted.
- B. Finances of the War.
 - 1. Total cost of the War.
 - 2. Southern finances.
 - 3. Federal finances.
 - a. Taxes and loans.
 - b. Paper currency.
 - c. The National banks.
- C. Industry and Commerce in War Times.
 - 1. Activity in agriculture, and manufacturing in the North.
 - a. Labor saving inventions.
 - b. The Homestead Act.
 - 2. Immigration.
 - 3. Southern industry. Decrease of cotton planting.
 - 4. Blockade running and trade with the North.
- D. War Time Politics.
 - 1. Davis as an executive. (It will be interesting to look into the affairs of the Southern government a little more fully than the author of your text does.)
 - 2. Northern Opposition to the War.
 - a. "Copperheads."
 - b. Vallandigham and Greeley.
 - 3. Re-election of Lincoln.

The Work of Reconstruction.

- A. Lincoln's Policy of Reconstruction. Its terms and liberality.
- B. Lincoln's assassination.
- C. Johnson's efforts at Reconstruction.
 - 1. His attempt to follow Lincoln's plan.
 - a. Amnesty.
 - b. Lifting of blockade.

2. The Thirteenth Amendment.
 - a. Provisions.
 - b. Why necessary.
3. Johnson's conditions of Reconstruction.
- D. The Congressional Plan of Reconstruction.
 1. Disagreement with Johnson's plan.
 - a. What were the reasons for this disagreement and were they sound?
 - b. Leaders of the opposition and their possible motives.
 - c. Refusal to admit the Southern representatives.
 2. The "Black Codes" of the South and their effect upon the sentiment of the North.
 3. Establishment of the "Freedman's Bureau."
 4. The Civil Right's Bill.
 5. The Fourteenth Amendment.
 - a. Provisions of.
 - b. Justice of.
 6. The provisions of the Congressional plan of reconstruction.
 7. Reconstruction under this plan.
- E. Quarrel between President Johnson and Congress.
 1. Origin of the trouble.
 - a. Clash of opinion over status of seceded states.
 - b. Johnson's vetoes.
 - c. Congress's desire to hamper Johnson.
 - d. Tenure of Office Act.
- F. Impeachment of Johnson.
 1. Constitutional provisions concerning impeachment.
 2. Meaning of the term.
 3. The main accusations.
 4. The trial and its outcome.
- G. Election of 1868.
 1. Parties, platforms, and candidates.
 2. What states took no part?
 3. In what states was the voting under Federal control?
 4. The narrow margin of Republican success.
- H. Final Measures of Reconstruction.
 1. The Fifteenth Amendment.
 - a. Political reasons for.
 - b. Propriety or impropriety of.
- I. General Amnesty.

Eight Years of Troublous Times.

- A. Western Development.
 1. New immigration laws.
 2. Disbanding of the Federal army.
 3. Building of the Union Pacific Railroad.
 4. Admission of Western states and organization of Western territories.
 5. Opening of the Northwest and construction of the Northern Pacific.
 6. Resistance of the Indians. The Custer Massacre.
- B. Industrial Prosperity.
 1. Extension of Agriculture.
 2. Expansion of Manufactures.
- C. Industrial Reverses and Unrest.
 1. The Panic of 1873.
 - a. Causes.
 - b. Effects.
 2. Organization of Labor. Strikes and lockouts.
 3. Organization of Farmers.
 - a. Patrons of Husbandry.
 - b. Quarrels with the railroads.

- D. The Currency and the Tariff.
 - 1. Review Civil War finances.
 - 2. Amount and character of Civil War debt.
 - 3. The "Greenbacks" and the fight for and against their retirement.
 - 4. The final decision for "resumption of specie payment."
 - a. Provisions of the Act.
 - b. Effects of the act upon the finances of the country.
 - 5. Demonetization of silver, or the "Crime of 1873." (Be sure the meaning of "demonetization of silver" and "ratio of 16 to 1" are understood.)
 - 6. Attempts to reduce the tariff.
 - 7. Reduction of internal taxes.
- E. The Aftermath of Reconstruction.
 - 1. Carpet baggers and carpetbag rule.
 - a. Effect of this rule on the South.
 - b. The Ku-Klux-Klan.
- F. Political Corruption.
 - 1. The Tweed Ring.
 - 2. Credit Mobilier.
 - 3. The Whisky Ring.
- G. Election of 1876.
 - 1. Parties—platforms—candidates.
 - 2. Peculiarities of the election.
 - 3. The Electoral Commission.

Eight Years of Wondrous Growth.

- A. Hayes' Administration.
 - 1. His difficulties.
 - a. Hostility, in Congress.
 - b. Loss of party support.
 - 2. Reconstruction. Removal of troops from the South.
 - 3. The Bland-Allison Act.
- B. Election of 1880.
 - 1. Attempt to nominate Grant for a third term.
 - 2. Party issues and nominees.
 - 3. Closeness of the popular vote.
- C. Garfield and Arthur.
 - 1. The "Spoils System" and the assassination of Garfield.
 - 2. Character of Arthur's administration.
 - 3. Civil Service Reform.
- D. Industrial Progress.
 - 1. Important factors of progress.
 - a. The New South.
 - b. Railroad construction.
 - c. Immigration.
 - d. Important inventions.
- E. Progress in Education.
 - 1. Common and high schools.
 - 2. The Land Grant Act.
 - 3. The Bureau of Education.
 - 4. Establishment, and betterment of colleges and universities.
 - 5. Literature of the period.
- F. Growth of American cities.
- G. Growth of Labor Organizations.
 - 1. Reasons for.
 - 2. Knights of Labor.
 - 3. The American Federation of Labor.
 - 4. Accomplishments of the labor unions.

- H. Election of 1884.
 1. Parties, platforms and candidates.
 2. Results of the election.
 3. Effect on sectional prejudice.

The Beginnings of a New Industrial Era.

- A. Cleveland and the Civil Service.
- B. The Presidential Succession Acts.
- C. The beginning of a new navy.
- D. The regulation of interstate commerce.
 1. Need of regulation.
 2. The Interstate Commerce Act. Formation of the Interstate Commerce Commission.
- E. Labor troubles.
 1. Reasons for.
 2. The Haymarket Affair.
- F. Henry George and the "Single Tax."
- G. Cleveland and the Tariff.
 1. The Treasury surplus.
 2. Cleveland's ideas regarding the tariff.
- H. The Election of 1888. Parties, policies, candidates, results.
- I. Rapid development of the Far West.
 1. Admission of new states.
 2. Opening of Oklahoma.
 3. The Indian problem.
- J. The Surplus. Harrison's solution of the problem.
- K. The Tariff.
 1. The tariff since 1860 reviewed.
 2. The McKinley Bill. (Its rates, free list, etc.)
- L. Rise of the Trusts.
 1. Cut throat competition.
 2. Large scale manufactures.
 3. Combinations to prevent competition.
 4. Sherman Anti-trust Act.
- M. The Election of 1892.
 1. Tariff the leading issue.
 2. Election of Cleveland.
- N. Industrial Depression.
 1. The Sherman Silver Purchase Act.
 - a. Its effect on the finances of government.
 - b. Repeal of the purchasing clause of the Sherman Act.
 - c. Bond issues to keep up gold reserve.
 2. The Panic of 1893.
 - a. Causes of.
 - b. Long duration. Why?
 - c. Political effects.
 3. Labor unrest.
 - a. Coxey's army.
 - b. Pullman car strike and Federal interference.
- O. The Columbian Exposition.
- P. The Wilson Tariff and Income Tax Law.
- Q. The Venezuelan boundary question.
- R. The Fisheries question.

- S. Election of 1896.
 1. New parties.
 2. Party splits.
 3. Free silver the dominant issue.
 4. The bitter and spectacular campaign.
 5. Analysis of the election returns.

The United States as a World Power.

- A. The return of prosperity.
 1. Reasons for.
 - a. Increased gold production.
 - b. Good crops.
 - c. Return of business confidence.
 2. The Dingley Tariff.
 - a. Revision upward.
 - b. Rates.
- B. Intervention in Cuba and the Orient.
 1. Trace the relations of the United States and Cuba from 1840 to 1898.
 2. Spanish tyranny in Cuba.
 3. The sinking of the "Maine."
 4. Recognition of Cuban Independence.
 5. War with Spain.
 - a. Battle of Manila Bay.
 - b. Destruction of Spanish fleet at Santiago.
 - c. Invasion of Cuba and Porto Rico.
 6. Treaty of Peace.
 - a. Protocol, August 12, 1898.
 - b. Final treaty, November, 1898, and its terms.
 7. The Philippine Rebellion.
 8. Provisions for governing our insular possessions.
 9. The Boxer Rebellion.
 - a. John Hay's policy toward China.
 - b. What did the United States do with the Boxer indemnity money?
 10. Annexation of Hawaii.
- C. Re-election of McKinley.
 1. Reasons for popularity.
 2. Republican treatment of the Gold Standard question.
 3. Party platforms and candidates in election of 1900.
 4. Assassination of McKinley.
 5. Roosevelt becomes President.
 - a. His character and political policies.
 - b. His war on the trusts.
- D. Labor unionism at its height.
 1. Legislation favorable to labor.
 2. Collective bargaining.
 3. Coal strike of 1902.
- E. The Panama Canal.
 1. Review the previous history of this project, especially the Clayton-Bulwer and Hay-Pauncefote Treaties.
 2. The Panama secession and the part the United States had in it.
 3. The completion of the canal and its value to the United States.
- F. The Election of 1904.
 1. Parties, policies, and candidates.
 2. Results of the election.

A Progressive Era.

- A. Twentieth Century Progress in Social Matters.
 1. Progress in Education.
 2. Decrease of illiteracy.

3. The Carnegie and the Rockefeller Foundations.
 4. Social Legislation and social betterment.
 5. The movement for world peace.
 6. The Woman's Movement.
- B. The Rule of the People.
1. The initiative, referendum, and recall.
 2. Woman suffrage.
 3. Popular election of senators.
 4. Direct nominations.
 5. Municipal government reforms.
 - a. The Commission system.
 - b. Home Rule.
- C. Commercial and industrial progress.
1. Progress in the industrial arts.
 2. Progress in transportation.
- D. Inventions and discoveries.
- E. Concentration of capital. The Pujo Report.
- F. Conservation of National resources.
1. Forest reserves.
 2. Irrigation and reclamation.
- G. Railroad legislation.
- H. Pure food legislation.
- I. Election of 1908.
1. Parties, platforms, and candidates.
 2. The campaign and its results.
- J. The administration of President Taft.
1. The Payne-Aldrich tariff.
 2. The Postal Savings Bank.
 3. The Parcel Post.
 4. Admission of new states.
 5. Congressional election of 1910.
 6. The Mann-Elkins Rate Law.
 7. The publicity of campaign funds.
 8. Continued warfare on trusts.
- K. The election of 1912.
1. Parties, platforms, candidates.
 2. The campaign and results.

The Wilson Administration.

- A. President Wilson's policies.
1. On the tariff. The Underwood Law.
 2. On the income tax.
 3. On currency reform. The Federal Reserve Act.
 4. On the Trusts.
 - a. Clayton Trust Act.
 - b. Federal Trade Commission.
- B. The World War and the United States.
1. A brief survey of its causes.
 2. Reasons for the entanglement of the United States.
 - a. Submarine warfare.
 - b. Sympathy for the Allies.
 - c. Sinking of the Lusitania.
 3. Wilson's reluctance to fight.
- C. Trouble with Mexico.
- D. Important legislation.
1. Federal aid for roads.
 2. Rural credits bill.

3. The eight-hour act.
4. National defense act.
5. Purchase of the Virgin Islands.
- E. Election of 1916.
 1. Parties, platforms, candidates.
 2. Election results.
- F. War with Germany.
 1. Review of causes leading to the formal declaration of War, April 2, 1917.
 2. War legislation.
 3. War activities at home.
 4. Work of our armies abroad.
 5. The Armistice.
 6. The Treaty of Versailles.
 - a. Terms concerning Germany and her allies.
 - b. The League of Nations.
 - c. Failure of the treaty in the United States Senate.
- G. Peace and Reconstruction.
 1. Rapid disbanding of the army.
 2. The Prohibition Amendment. The Volstead Act.
 3. The Woman Suffrage amendment.
 4. Government control of transportation and the Transportation Act of 1920. Railway Labor Board.
 5. The Bituminous coal strike.
 6. The Kansas Industrial Court.
 7. Census of 1920. (Urban gains and rural losses.)
- H. The Election of 1920.
 1. Parties, candidates, platforms.
 2. Results of the election.
- I. Administration of Warren G. Harding.
 1. The Disarmament Conference at Washington.
 - a. Nations represented.
 - b. Work accomplished.
 2. Strikes.
 - a. Among railroad employees.
 - b. In the coal mines.
 - c. Federal Labor Board.
 3. Legislation.
 - a. Soldier bonus.
 - b. Tariff revision.
 - c. National budget plan.
 - d. Reduction of governmental expenses.
 4. Scientific invention.
 - a. Air-craft development. Mail service.
 - b. Radio perfection.

After the work as here outlined has been covered the whole should be fixed, and a clearer idea of its unity be obtained, by a general review. As far as possible this should be done by the topic method. As examples of subjects that may be thus treated the following may be mentioned:

- The evolution of the constitution.
- The origin and growth of political parties.
- Territorial expansion.
- Tariff legislation.
- The slavery question.
- Nullification and secession.
- Our financial system.

Each topic should be taken up from its first appearance in our history and traced to its end or to the present time, without the intervention of any except directly related subjects, and connections should be strongly emphasized.

CURRENT HISTORY.

High-school pupils should realize that history is not a thing of the past alone, but also of the present; that every day stamps something on the records of history. The value of studying current events has been generally recognized over the state. The following suggestions are the result of observations of such work in the high schools of the state and of recommendations made by various teachers and superintendents as a result of their experience. They are given here with the hope of enlivening interest in such study and of pointing the way toward its organization.

1. In case of the study of current events, it may be carried on in two ways: (a) as a part of some other class work; here it is recommended that it be made a part of either American history, modern history or English history, and required of the pupils taking the course; or (b) as an all-school study on certain days of the week. This method is applicable to small schools where the total number of pupils is not great enough to prevent organization into one group for study. It is more difficult to get results from the latter, because of the greater difference in the range of development of the pupils making up the group.

2. Do not permit the study of current events to become merely a telling, by the pupil, of some isolated happenings, many of which are of questionable value.

3. Daily papers are of little value for such study. They are too "newsy." Monthly magazines, such as *Review of Reviews*, *North American Review* or *World's Work* are very good, but have some drawbacks; the period between editions is so long that it becomes a difficult matter to hold interest, and sometimes the articles have been written just previous to an event the occurrence of which makes them of no value. Experience seems to prove that the standard weekly magazine serves the purpose the best. *The Independent*, *The Literary Digest* and *The Outlook* are the most popularly used over the state.

4. Several plans of group and partnership subscription have been observed, but the most successful plan seems to be that where the individual pupil purchases and owns his own copy. It has been shown that under this scheme an average of two other members of each family represented read the copies of the periodical. Arrangements can be made with the publishing companies to forward a given number of copies each week, to be paid for when given out, or by the month in advance.

5. Under the individual-ownership plan assignment for study can be readily made, and assignments are easiest, responses more ready and better discussion possible when all use the same periodical. The assignment should be well planned and lead toward clean-cut discussion and conclusions. This means that the teacher must be alert and must have covered the article or articles in advance.

ECONOMICS.

(One-half unit.)

The study of the principles of economics in high schools ought to be guided by several well defined aims clearly established in the mind of the teacher. At the very base of these aims there should be an insistent desire to get at the truth of every subject under consideration. Too often such truths rise to plague the teacher. No other subject offers more pitfalls, and no other subject needs to be handled with such care. Teachers of agriculture, for example, feel free to push to the most extreme limits any and all discussions having to do with the elimination of wheat rust or chinch bugs; for neither of these pests has an army of powerful friends ready to spring to its defense. Teachers of economics, on the other hand, often find it inadvisable to push discussions of such subjects as organized labor and taxation, beyond narrow academic limits. This situation may be undesirable, even intolerable, from the standpoint of

the teacher, but the simple fact remains that it exists and exercises a powerful influence in many communities.

(1) The first aim in studying economics in the high school is to impart certain important information not easily obtainable in any other field of thought. The possession of such information is of no great moment so far as the information itself is concerned, but it must be acquired in order that a proper background may be provided for what is to follow. Much of the loose and disjointed economic thinking to be encountered at the present time rests on incorrect data, often on no data at all. It is necessary, therefore, in making a journey into the realm of sound economic thinking to take as a point of departure the solid ground of facts well established and truthfully stated.

(2) The second aim is to acquire some facility in abstract and logical thinking. Most pupils—in fact most adults—find themselves unable to make progress in abstract subjects of thought, especially when several logical steps must be taken. To many such a method is painful. Few school subjects demand abstract thinking along logical lines, and certainly none offer a greater opportunity than economics.

(3) The study of economics encourages—if indeed it does not compel—a sharpening of the powers of observation. A class exercise well planned and properly adapted to the economic development of the community ought to send pupils forth eager to test the correctness of their new-found theories by applying them to the actual facts of every-day life. What was merely a corner drugstore in the morning may very well become by noon a working laboratory in which the trained observer can study profitably such subjects as economic rent, monopoly and depreciation.

Methods of presentation are no less important than aims; in fact the two go hand in hand.

(1) No boy or girl can possibly reach high school age without acquiring a store of knowledge—usually unsystematized and unrelated—which can easily be utilized for the study of economics. In the case of an adult a formal study of the principles of economics does little more than arrange in a systematic order the knowledge he already possesses, and we may safely say that boys and girls differ from their elders in this respect only in the amount and not in the kind of information they have. It is important, therefore, in dealing with high school pupils to learn first of all what they know about the specific subject proposed to be discussed. Then new facts may be gathered from the text book, and at the proper time generalizations may be drawn.

The gathering of information must be carried beyond this point. The next step for the pupils is to go forth from the class room in search of new material. This new material can usually be secured from business men. Discretion, however, should be the watchword, in order that inquiries may not degenerate into curiosity or inquisitiveness. Such an investigation ought to result in creating an inquiring mind—the end of all formal education.

(2) Much of the reasoning in the *Elementary Economics* is of an opposite nature. Here and there throughout the text general principles are stated and then concrete illustrations are cited to show the application of these principles. In all such cases the pupils may be expected to accept the general rules as valid, and then to look about for opportunities to apply them to specific instances.

These two methods of thought are closely related in economics; and the ingenious pupil will soon find himself moving from the general to the particular and back again as he thinks his way through such subjects as marginal utility, diminishing returns, and distribution.

The study of economics offers difficulties not usually encountered in other school subjects.

(1) Man is a creature of his environment. Some one has said that he is a bundle of prejudices. Certainly the typical high school pupil brings to the subject of economics a great many prejudices over which he had little or no control. This is merely another way of saying that his store of basic information is incomplete, if indeed it is not a store of misinformation. It is essential,

therefore, to begin every discussion of economic theory and practice with a well-laid foundation of fully established and fully authenticated information.

(2) High school pupils, like grownups, welcome opportunities to argue merely for the sake of argument. Economics offers a prolific field of differences of opinion; and while no sensible teacher of the subject would dismiss any discussion with a show of finality, it is important to keep in mind the salient fact that economic arguments usually have their beginning either in misunderstood premises or in the inherent desire of human nature to take the contrary side of any subject under discussion.

(3) Appearances often mislead young students of economics. Many times the uninitiated generalize too quickly. This weakness is especially characteristic in those persons who are accustomed to think superficially and to those who set out to prove points rather than to discover facts.

Success in teaching economics to high school boys and girls depends in large measure in approaching every subject with an open mind, determining to find the truth at any cost and to teach that truth as it should be taught, taking care, however, that what appears to be truth is in reality truth beyond all question.

CIVICS.

(One unit.)

"Establish a purpose for the study. He is no teacher who can not or does not."

In a republic such as the United States of America the public business is and should be the private business of every citizen.

Of all systems of government, the most difficult to render effective, the one which evidently requires the greatest maturity of reason, morality of citizenship and personal knowledge of its workings on the part of its citizens is the federative system of the United States of America.

Government is a matter of vital concern to the citizen and is becoming more so each day and year. Modern government, however, cannot be controlled and guided by people who do not understand it. The very complexity which challenges all to take a part in its direction renders impotent all save the alert, the intelligent, the informed.

All are agreed that our high schools should meet the three fundamental needs: citizenship, vocation, culture. If there is one place in life where all meet on the level it is in the duties, functions and benefits of citizenship. If there is one common store of knowledge that all should possess it is that bearing upon government and social relations. The fact should never be lost sight of, that good government and good social conditions to be attained must be fought for, and that to make a good fight—a winning fight—one must know well, not only that for which he fights but that which he fights against.

The average high-school pupil is little concerned in any government save the home and school. Government to him is a vague thing; he does not think in terms of government, he does not realize why he has personal rights, freedom of action or of thought. He knows little of any condition save that in which he lives, and does not realize what makes that condition possible. He goes about without interference or without being questioned. He has no fear for his person; he sleeps without fear, and knows not why. His father's house exists for him a place of refuge, protection and rest, yet he does not realize what makes it possible for that home to exist. The all-pervading, invisible cloak of protection of a great, powerful government is thrown about him, yet he knows it not nor appreciates it.

He sees no reason why he should be called upon to perform duties. Reciprocal responsibilities are unknown to him. He has never been taught to ask himself *why*; in fact, he does not realize that he has all these benefits. He has, no doubt, had an introduction to the study of civics in the grades, where he has, in all probability, been asked to commit the content of the grade text with little, if any, application or clean-cut discussion. He retains little and his tendency to apply what he does retain to his own life is negligible.

It is a group of such individuals whom the teacher comes in contact with in opening up the subject of civics in the high school. It is no simple problem to awaken such a group and start them on the search for the *why* and the *how*. To do it a teacher must be alert and willing to work; must know the point under discussion, know it well, and know it before the pupil does; must know it so well that he is able to compel the pupil to find out for himself. The teacher must lose himself in the work. All personal views, all party leanings, all political convictions must be laid away; he is to be a leader in search of the light—a search to know the truth.

In order to get information one must be an investigator. The spirit of impartial investigation must prevail; if the pupil lacks in this the teacher must find a way of cultivating it. Rarely do pupils become investigators in high school, or even have the attitude of investigators. The curiosity exhibited by the pupils in the primary grades either no longer exists or is no longer concerned with school work. The teacher will no doubt have to recreate the spirit of investigation.

The textbook will form the basis for the work, but it cannot and should not be the sole source of information: other books should be available, other information at hand. The teacher must know where to get this information and see that it is available and used. Other textbooks on civics, general statutes and legal forms are valuable, as well as special references.

PRELIMINARY STEPS.

The teacher should not fail to fully realize the value of creating an atmosphere, in the minds of his pupils, for taking up and pursuing a given study. The first day, even the first week, may be well spent in congenial talks and discussions, in an informal way, with his class in order to bring them to see why they are undertaking the study "Civics." What is the aim? Why it is something all should be familiar with. What its lasting benefits are. That it is not to be merely reading in a textbook and repeating in class something which is theoretical with little relation to themselves, but a *true investigation* of the actual governmental conditions under which they live and in the actual working of which they, as a group and as individuals, must soon take their places, whether they desire to do so or not. That it is not a question of choice on their part whether they assume these responsibilities or not; assume them they must or forever hold their tongue when the political boss and grafter walk off with the spoils. There is one unfailing rule which applies to a Republic: If you do not assume the responsibilities some one else will; if you will not assume the responsibilities you have no grounds for complaint regarding the way government is conducted by those who do.

Suggestions:

1. Do the pupils understand the meaning of government service?
2. Make a list of some twenty or more services rendered to the pupils or their families by some government unit and classify them as rendered by (a) the school district; (b) the township; (c) the city; (d) the county; (e) the state; (f) the nation; and discuss the relative importance of these various services to the well-being of the pupil.
3. Determine why these services or functions are not left to the individual to perform; the advantage of coöperation; the necessity of some surrender of individual control in any organized community.
4. A brief discussion of the rise of coöperative control by the body of citizens in our own country as seen in building roads, schools, supporting churches, etc.
5. Discuss the reciprocal responsibilities of the citizen; *i. e.*, what he owes society in return for government services.

Self Government.

I. The individual.

A. Self control:

1. The will directs action.
2. Choice of right or wrong must be made.

- B. Self control can be cultivated. Control of—
 - 1. Temper.
 - 2. Passions.
 - 3. Tongue.
 - 4. Appetite.
 - 5. Fear.
- C. Discuss the following as to their relation to the individual in his relation to society and government: courage, cowardice, industry, laziness, liberality, stinginess, tolerance, intolerance, honesty, modesty, patience, reverence, truthfulness, stubbornness, cruelty, jealousy, procrastination, optimism, pessimism, hypocrisy.
- D. Self government the foundation of all government.
- II. The group.
 - A. The group mind.
 - 1. The will of the majority.
 - 2. The will of the minority.
 - B. The group will.
 - 1. The mind of the majority.
 - 2. The mind of the minority.
 - C. The will of the majority rules in life; formerly it ruled by might, by sheer strength; now by strength of mind, by reasoning.
 - D. Duty of the minority to accept will of majority until by strength of mind and reasoning it can become the majority; for illustration, local political issues, campaigns, results of elections, etc.
 - E. Self government, not that which satisfies desires of each individual, but of the majority of individuals of the group.

In starting the actual study of government begin with the near at hand, the means, activities and agents of government that are local. The pupil should be made acquainted not only with the forms and instruments of local government but with its activities and if possible its agents or officials. Once a basis of civic facts and experiences has been established and the attitude of investigation developed from local sources the state government which embraces so many of the relations of daily life should be taken up. The many ways in which the state controls or may control the citizens should be made clear. Thus the student is made ready for the study of the federal powers and activities.

The following syllabus, arranged with the idea of aiding the instructor, is not intended to be in the hands of the pupil and does not necessarily limit the teacher:

The School District.

Study the local school district to bring out the following points:

- I. Authority for. (Text, Chapter XVI, Article 217.)
- II. Its purpose.
- III. Its boundaries, how determined, subject to change.
Compare size with neighboring districts.
- IV. Its officers, how chosen, duties of each.
- V. Other officers who have jurisdiction.
- VI. Its independence of township or city government.
- VII. School meeting. Annual and special; business transacted at school meeting.
- VIII. How expense is met. (Here for the first time the pupil meets taxation. Teacher should be sure it is made plain.)
- IX. Consolidation of school districts.
 - A. Advantages and disadvantages.
 - B. Why usually opposed.
 - C. Transportation of pupils.
- X. Would other school districts in the state be similar to the local one? Why?

- XI. In other states, and history bearing on the origin. See text, chapter III, article 40, and chapter XVI, articles 222, 223, 224, 225.
- XII. Can any way be suggested by pupil for improving on the plan of organization?

Sources of information:

- State constitution.
- School laws.
- Bulletins of department of education.
- Class text—grade school text.

The Township.

Study the local township to bring out following points:

- I. Authority for.
- II. Boundaries; by whom fixed; are they subject to change?
- III. Reasons for its organization.
- IV. Functions of the township.
Upkeep of roads and bridges.
 1. Here may be brought in—
 - a. Importance of roads.
 - b. Good and bad kinds of roads.
 - c. Share of county and state in building and maintenance of roads.
 - d. Care of poor.
 - e. Keeping of order.
 - f. Holding of elections.
 - g. Listing of taxable property.
 - (1) Some discussion of taxation.
- V. Township officials, executive and judicial; how chosen; term of office; duties.
- VI. Other officials who have jurisdiction within township. (The discussion of this point should bring the pupil to realize the overlapping of official jurisdiction.)
- VII. Township expenses and how met.
- VIII. Kinds of townships, and why.
- IX. Historical study bearing upon the origin and development of the township.

Sources of information:

- State constitution, art. III, sec. 9; art. IV, sec. 2.
- General Statutes.
- Textbook on civics.
- Class text by using index: "Local Government," "Townships," "Towns," "Elections."
- Chapter V of Kansas Supplement; "Importance of Local Government"; "Township Government."
- Chapter IX of Kansas Supplement, "Election" (parts).

Town or Village.

(Not incorporated.)

A brief discussion of the status of the inhabitants and particular advantages, natural, economic, social, which have caused a number of families to settle in small area.

The City.

- I. A study of particular advantages, natural, economic, social or political which have caused the pupils' place of residence to become a city of its type.
- II. Authority for its organization.
- III. Its classification. Discussion of the classification of cities, charter, how obtained, its functions; changing the classification.

- IV. Problems brought on by settlement of numbers of people in a small area, that is, problems of the city.
- A. Streets.
 1. Importance.
 2. Officer responsible for.
 3. Laying out (including condemnation proceedings).
 4. Maintenance—cleaning.
 5. Paving.
 - a. Kinds.
 - Reason favoring, including cost; service to put to, durability, etc.
 - b. Right to tear up and duty to replace.
 6. Curbs.
 7. Sidewalks and rules governing (snow removed, etc.)
 8. Bridges.
 9. Steam railways in streets; grade crossings.
 10. Traffic regulations.
 11. Lighting. How supplied.
 12. Rights and duties of citizens on the streets.
 - B. Public utilities found on, in or under streets. In this connection discuss public versus private ownership, and in case of former, means of financing; in case of the latter, the obtaining of the franchise. The welfare of the community as dependent upon the proper management of these utilities, their value to a community.
 1. Sewers and sewage disposal. Comparison of methods; value.
 2. Water-supply system; mains and connections.
 3. Lighting and heating service.
 - a. Electric wires; pole and conduit system.
 - b. Gas supply mains and connections.
 4. Transportation.
 - a. Street railways.
 - b. Other means.
 5. Telephone systems.
 - C. Building laws and permits.
 - D. Fire department—volunteer or paid; effect of its efficiency on insurance rates.
 - E. Police work; how administered.
 - F. School system; its organization.
 - G. Parks, museums, recreation centers.
 - H. Care of poor.
 - I. Care of sick and injured.
 - J. City courts; relation to county and state courts.
 - K. City penal institutions.
 - L. City finances; meeting public expenses.
 1. Cost of services mentioned in D to K.
 2. Sources of revenue.
 - a. Licenses.
 - b. Fines.
 - c. Fees.
 - d. Rentals of public property.
 - e. Taxes; kinds.
 - f. Special assessments.
 3. Assessment for taxation.
 4. Tax rate, city rate compared with state and federal rate; basis on which rate is determined.
 5. City debt; limitations.
- V. Systematic outline of frame work of your city government with tabulation of officials and their duties. Classification of officials as legislative, judicial or executive.
- VI. Choosing of above officials. Election—when held; why. Party lines versus local issues. Duty of citizen to take active part in selection of officers.

- VII. Study of systems of city government.
 - A. Mayor and council plan.
 - B. Commission plan.
 - C. City-manager plan.
- VIII. Historical study bearing upon the origin and development of cities and their government.

In the study of the city the teacher will have to determine how much of the above can be used in his school. That part on which no local information can be obtained will have to be discussed from a general standpoint.

Sources of information:

- State constitution.
- City charter.
- Current magazines of past six years, using magazine index.
- General Statutes of Kansas.
- Textbooks on civics.
- Class text, using table of contents and index.
- Kansas Supplement to text, chapter VI and parts of chapter VII.

The County.

The county has hitherto been largely ignored in the study of civics. It has important distinctive services. Most cases at law go to the county (district) courts. Registration of deeds and mortgages, probation and administration of wills, collection of the greater portion of taxes are county functions. Main highways and bridges are chiefly under county control. The county sheriff is the chief local police officer. There is justification for a closer study of the county.

- I. Authority for its organization.
- II. County officials, duties, how chosen; can they be removed?
- III. Finances.
 - A. Expenses of county.
 - B. County tax; how levied; how collected.
- IV. Judicial system.
 - A. Grand Jury.
 - 1. Composition.
 - 2. Selection.
 - 3. Duties.
 - a. Indictment.
 - b. Presentment.
 - 4. Mode of procedure.
 - 5. Where else is the grand jury used?
 - B. The trial or petit jury.
 - 1. List of jurors; how made.
 - 2. Liability to jury duty and exemption from.
 - 3. Duty of citizen to serve as juror.
 - 4. Selection of the jury.
 - 5. Number.
 - 6. Requirement of unanimous verdict.
 - 7. Pay of jurors.
 - 8. Control of jurors while on duty and attitude to be observed by juror.
 - C. County attorney.
 - 1. How chosen.
 - 2. Duties.
 - D. Jurisdiction and duty of district judge.
 - 1. How chosen.
 - 2. Removal.
 - 3. In what district is your county?
 - E. Sheriff.
 - 1. How chosen.
 - 2. Duties.

- a. Execution of civil judgments and criminal sentences.
 - b. Enforcement of law; preservation of order.
 - c. "Posse comitatus."
- F. Clerk; district court; duties.
- G. Perjury.
- V. County and Education.
 - A. Special laws touching.
 - 1. Barnes law.
 - 2. County high-school law.
 - a. Of 1886.
 - b. Of 1897.
 - c. Of 1911.
 - 3. Law of 1917 to provide for high-school tuition.
 - a. Proposed county unit of taxation for school purposes; advantage; disadvantage.
 - 4. Rural high schools.
 - B. Officials dealing with education. (Previously discussed; review.)
- VI. Historical study bearing upon the origin and development of the county, its officials and functions.
- VII. Proposed county manager plan of organization.
 - Sources of information:
 - Constitution of Kansas.
 - General Statutes and school laws.
 - Kansas Supplement, chapter IV, "District Court."
 - "Probate and Juvenile Courts," "Removal of Judges," chapter 5.
 - Class textbook, using index and table of contents.
 - Other civics texts.
 - "The American Commonwealth," by James Bryce (two volumes) will be found helpful in throwing light on local, state and national government.

The State.

- I. Origin of state governments in America.
- II. History and general study of state constitutions.
- III. Constitution of state of Kansas.
 - A. Brief study of early days of Kansas history to show the struggle of the various factions to gain control of government. The four constitutions.
 - B. The one finally established.
 - 1. By whom drafted.
 - 2. Why successful when others failed.
 - 3. How established.
 - C. Importance of the constitution as the fundamental law seen:
 - 1. In guaranteeing personal rights.
 - 2. In determining suffrage rights and the manner and time of voting.
 - 3. In creating legislative bodies, defining the duties and limiting their action.
 - 4. In creating executive and administrative offices and defining duties thereof.
 - 5. In creating state and local courts.
 - 6. In safeguarding state and local credit and caring for public property and public institutions.
 - 7. In providing for free public education.
 - 8. In providing for its own amendment.
 - a. Is the method provided cumbersome? Why?
 - b. Would any other manner of amendment be better? Why?

IV. Activities of the state.

A. The great regulator of our everyday life, as shown—

1. In the enactment and enforcement of the great majority of laws which govern the citizen in his daily life, such as—
 - a. The creation and control of the school district, township, city and county, with their close relation to daily life, and the number, kind and qualification of elective and appointive officers, including the power to remove many city and county officers by state authority.
 - b. The establishing and regulating the police powers and protection of health and morals.
 - c. The definition and classification of crime; the trial and punishment.
 - d. The safeguarding of all civil and property rights, regulation of transfers and inheritance.
 - e. The control of public charities.
 - f. The control of economic interest.
(Save in case of interstate commerce and national banks.)
 - g. The control of common carriers so far as traffic within the state is concerned.
 - h. The control of education.
 - i. The control of revenues and expenditures.
 - j. The regulation of the methods of popular control. Suffrage and qualifications, nominations, elections, party organization, removal of officers, impeachment by legislature, recall. Initiative, referendum.

In case of each of the above, all textbook material should be thoroughly discussed, both general and in Kansas Supplement, always giving local application if possible.

Control of education, revenues, expenditures, party organization and elections will be analyzed more fully later.

V. Organization of state government. Modeled after national government. The activities of the state, as of the local unit, require for their exercise the three organs of government—the law-making, the law-enforcing, the law-interpreting—that is, the legislative, executive and judicial departments.

A. The legislative department.

1. The state legislature.

- a. Source of law-making power.
- b. Division into two houses; advantages and disadvantages.
- c. Composition of the house; apportionment, election, qualification, terms, compensation; your local district; your local representative.
- d. Composition of senate; apportionment, qualifications, compensation; your district; your senator.
- e. House at work.
 - (1) Organization.
 - (a) The speaker; his election and powers.
 - (b) Committee, regular and special; appointment; importance of; majority and minority; composition.
 - (c) Clerk.
 - (d) Minor officers.
 - (2) Course of a bill; distinction between a legislative bill and a law.

- (a) Safeguards against hasty and ill-considered legislation: Introduction of a bill; its sponsor, printing and publicity. Three readings on three different days. Reference to a committee for discussion; may amend and may give public hearings. Revision, if necessary, by special committee. Report of bill by its committee to the house; possible debate.

Amendment and recommitted to original committee or some other. All legislative bills must pass both houses, each of which takes similar precautions before it goes to the governor, who may seek expert advice, and give public hearings before making a bill a law by his signature.

- (b) Majority and minority leaders in the house; advantages.
- f. Senate at work.
 - (1) Organization.
 - (a) Presiding officer; compare with speaker of house.
 - (b) President *pro tempore*.
 - (c) Clerk.
 - (d) Minor officers.
 - (2) Course of bill. (Similar to procedure in house.)
- g. Legislative commissions, joint or of either house, for investigating any matter whatsoever within the compass of state legislation.
- h. Powers common to both houses.
- i. Powers peculiar to each house.
- j. Limitations: by state constitution; by federal constitution. Scope of state legislation more varied than federal.
- k. Difficulties in state legislation. A careful discussion of possible changes which make for efficiency.
- l. Direct legislation, initiative, referendum.
- B. The state executive—several heads. A brief contrast between the state and federal executive, enough to insure that the pupils realize a difference and discuss reasons for same.
- 1. The governor; a party leader.
 - a. Election; term; qualifications; salary.
 - b. Legislative powers or share in legislation.
 - (1) Regular and special messages to legislature.
 - (2) May call special session for special business only.
 - (3) Power over a bill after it has passed the legislature; four ways in which the governor may treat a bill; special power in appropriation bills.
- c. Executive powers or administration.
 - (1) Handicapped by decentralization of administration.
 - (2) Appointment of a large number of officials and boards charged with carrying out the laws of the state.
 - (a) The State Board of Administration and its business manager (information on this point can be obtained from the Session Laws of 1917); functions, expected advantages.
 - (b) Other appointments, with functions.
 - (3) Power of removal of certain state, county and city officers.
 - (4) Control of militia; what the militia is as defined by constitution; what it is commonly supposed to be, or is in actual working.
 - (5) Power to fill vacancies; state and federal officers.
- d. Judicial powers; pardon, reprieve, commutation, pardoning board.
- e. Removal from office; succession in such case.
- 2. Other elective executive officers, eight of them; elections; term; general duties; removal. May be of different parties; executive power divided, executive heads in no sense a cabinet; advantages and disadvantages. Each a department of state; special stress on department of education, its organization and work.

C. The state judiciary.

1. Arrangement, jurisdiction, function of courts.
 - a. Inferior courts (justice of the peace).
 - b. District courts.
 - c. Supreme courts; constitutionality of laws.
 - d. Courts of special nature.
2. Officials of the courts; number; how chosen; term; salary; removal. (Mostly studied before; brief review here.)
3. Control of executive officials; mandamus, injunction.
4. Relation to federal courts.
5. Interstate judicial relations; depositions.

VI. Instruments of government.

A. Finances:

1. Public expenditures, state and local.
 - a. Cultural.
 - b. Humanitarian.
 - c. Protective.
 - d. Industrial.
 - e. Three constitutional limitations on the state in expenditures. (Why Kansas could not until recently take advantage of the federal aid in road building.)
2. Public revenues.
 - a. Direct.
 - (1) Public domain; school land and rentals.
 - (2) Public industries. For state sale of serums and twine; for local waterworks, etc.
 - (3) Investment of public money; school fund, etc.
 - (4) Gifts. (Kansas has none.)
 - (5) Confiscations and indemnities.
 - b. Derivative.
 - (1) Taxes; general principles governing.
 - (a) Property; most important in Kansas; exemptions; defects of; assessment; levy and collection.
 - (b) Poll tax.
 - (c) Corporation taxes.
 - (d) Mortgages, inheritance and income. Kansas has none.
 - (2) Fees; licenses (examples).
 - (3) Assessments.
 - (4) Fines and penalties.
 - c. Anticipatory.
 Bonds; constitutional limitation on state; use in local units. (State of Kansas now has no bonded debt.)

B. Control of elections. All elections, even of federal officials, under state law.

1. The franchise; meaning of suffrage; who may vote; disqualifications.
2. Election districts.
 - a. The state one district for federal officials and for major state officials.
 - b. Congressional.
 - c. Judicial.
 - d. Senatorial.
 - e. Representative.
 - f. County.
 - g. Township.
 - h. School district.
 - i. City.

Pupil's district for each of above elections.

3. Time of election in each of above districts. Reasons for separating local elections as far as possible from state and federal elections.

4. Nominations: party organization in election districts; the leader; the primary; party enrollment at registration; the direct primary; nomination by petition; the ascending scale of committees and conventions; party platforms.
 5. Registrations; why more important in cities than in rural districts.
 6. Voting; suffrage; the polling places; Australian ballot system; preparation of the ballots; form of ballot; reasons for secret ballot; marking the ballot; straight ticket; election officers at the polls; challenging a vote; demand for a shorter ballot; the Massachusetts form now used; voting machines.
 7. Counting the vote; disposition of ballots; canvassing the votes; certificates of election.
 8. Majority and plurality; practice of this state; of other states.
 9. Election expenses; how far legitimate; sworn statements by candidates; campaign funds; publicity; how raised; for what use.
 10. Bribery; viciousness of; laws against.
- VII. Comparisons of state governments. Newer state constitutions tend to become much more extensive than those of older states (Oklahoma an extreme case). Reason for this; distrust of state legislatures. Wide diversity of laws in the forty-eight states; evils of this; the newly formed and extra-constitutional "house of governors," an attempt to lessen this evil.
- Sources of information:
 State constitution.
 General Statutes.
 Class text, Kansas Supplement, and general discussion.
 Other civics texts.

The Federal Government.

The constitution of the United States at the time of its adoption embodied the political wisdom of the ages. More profoundly, perhaps, than any other political document, it has influenced the world at large. It is the governmental framework of a mighty and growing world power. It has stood the test of time and "the shock of civil war." During the nineteenth century the world changed its modes of life and business more, it may be, than in all the historic centuries preceding; but so adaptive is the constitution of 1789 that only a few of its minor provisions, to be amended in the right time and in the right way, may be questioned. Such a constitution is worth living under, worth dying for, and eminently worth studying. It should be studied with history in its proper sequence and in its fundamental relations, for only thus can the growth of the United States into a great political power be understood. The constitution should be studied as civics, as the guide and supreme law of present national life.

- I. Relations of federal and state governments.
 - A. Powers vested in federal government only.
 - B. Powers reserved exclusively to states.
 - C. Concurrent powers.
 - D. Powers denied to federal government.
 - E. Powers denied to state government.
 - F. Privileges of states in the Union.
 - G. Duties of states in the Union.
 - H. Under what conditions the federal government may be called upon to protect a state against domestic violence.
 - I. Guarantee to each state, by federal government, of a republican form of government.
- II. Activities of federal government.

The federal government in its relations with the citizens. Delegation to the federal government by "the people of the United

States" of such powers as they judged to be essential for the establishment of a nation. Control of the people by the federal government direct, not through the states, save in the case of elections.

1. Contact of the citizen with federal activities.
 - a. Most obvious of these:
 - (1) Currency; coinage; banking system. (Chaps. XXVII and XXX.)
 - (2) The postal service. (Chap. XXVII.)
 - b. Less obvious:
 - (1) Taxation. (Chaps. XXIX and XXXI.)
 - (a) Duties on imported goods; with incidental effect on price of domestic goods.
 - (b) Internal revenue; on liquors, tobacco, etc.
 - (2) Control of interstate commerce; railway rates; pure-food laws. (Chap. XXXI.)
 - (3) The work of the other departments, especially interior, agriculture, commerce, labor.
 - (4) Navigation laws; rivers, harbors. (Chap. XXXI.)
 - c. Still less personal, but with the possibility of affecting the individual at any time, the control of the federal government over:
 - (1) All foreign relation. (Chap. XXXII.)
 - (2) War and peace; the necessary army and navy; treaties; commercial and other. Chaps. XXVII and XXXIV.)
 - (3) Patents and copyrights. (Chap. XXXV.)
 - (4) Standards of weights and measures (conformity with these, however, a matter of state regulation.) (Chap. XXXV.)
 - (5) Naturalization. (Chap. XXXV.)
 - (6) Bankruptcy. (Chap. XXXV.)
 - (7) Property rights through interpretation of the constitution by the courts as applied to acts of Congress and of state legislatures.
2. Powers reserved to people. Amendment of constitution, processes.
3. Federal powers over crime. (Chap. XXXV.) Counterfeiting; piracy; laws of nations; treason.
1. Territorial functions; largely historical; but important as it presages future policies and establishes facts as to territorial relations, admission of states, etc.

III. Organization of federal government. Having already made a detailed study of the organization of the state government, the teacher should see that those details of federal government organization which are like or similar to the state do not take up the time of the class. Contrasts or peculiar features should be well understood. See that the pupil appreciates that to a great extent the state is modeled after the federal. As in the state and local units, the three great departments of government appear—legislative, executive, and judicial. A clearer separation of these in United States than in other nations. Compare with Great Britain.

A. Legislative.

1. Congress—Two houses—Relation of two houses.

*a. Senate: number, qualifications, election, term, compensation, ease of vacancies, rights and privileges; state senators.

(1) Special powers of the senate.

(a) Ratification or rejection of President's appointments; executive session.

* The senate originally represented the federal idea. Bring out the demand for popular election of senators and its accomplishment.

- (b) Trial of impeachments; procedure in impeachment of President.
- (c) Ratification of treaties.
- (2) Relative dignity of the senate.
- (3) Courtesy of the senate.
- (4) Cloture rules; what brought them on; did they exist before?
- (5) Special sessions.
- b. The house of representatives; composition, number, qualification, apportionment, federal census; districting the state, number from Kansas, your own local district and representatives; term of representatives, rights, privileges and disabilities. House represents the national idea.
- Special powers of house: add little to prestige of house.
 - (a) Originate money bills; largely overridden by free power of amendment in senate.
 - (b) Presentation of impeachment.
 - (c) Elect President of United States under certain conditions.
- c. Congressional methods in legislation. The detail of procedure in state legislation should have already given much of this. Special attention should be given to—
 - (1) Control of each house over its own members.
 - (2) Quorum.
 - (3) Presiding officers; how chosen. The powers of the speaker, making him a figure of national importance second only to the President.
 - (4) Committee system; advantages, defects, committee on rules.
 - (5) Process of legislation; compare with state; relation of Congress and President; "filibustering."
- d. Limitations on Congress.
- e. Powers of Congress; express powers; implied powers; effect of the elastic clause.
- B. The executive.
 - 1. The President and the Vice President; their nomination; qualifications; election; procedure in case of failure to elect; the electoral college; its functions; departure of college from original idea (unwritten constitution); term of President; discussion of its length; reelection (unwritten constitution); compensation; law fixing the right of succession to presidency.
 - 2. Functions of the President.
 - a. Legislative, as shown by—
 - (1) Messages, annual and special.
 - (2) Summoning of extra session.
 - (3) Power of veto. Compare with that of governor. Cannot veto single items; "riders."
 - (4) Party leadership; control of legislation through appointing power and through popular support.
 - b. Judicial, as shown by—
 - (1) Reprieve, commutation, pardon.
 - c. Executive, as shown by—
 - (1) Duty to enforce all federal laws.
 - (2) Command of army, navy and militia in federal service in time of war.
 - (3) Power to negotiate treaties.
 - (4) Appointment and reception of ambassadors and ministers.

- (5) Appointment of federal administrative officials; officers of army and navy; postmasters; and especially of heads of executive departments, collectively known as the Cabinet.
- (6) Appointment of United States justices.
- (7) Appointment of commissions, standing and occasional; interstate commerce, growing importance; tariff commission.
3. The Cabinet.
 - a. Development of the cabinet as a body of presidential advisers. Term "Cabinet" unknown to constitution; may advise, cannot control President. Importance of their selection; their removal from office. Not members of congress; contrast with British, French, Swiss, and other systems.
 - b. Personnel and functions of the Cabinet; the departments of the Cabinet and the services rendered by each.
- C. The federal judiciary: its importance.
 1. The supreme court; authorized in constitution; dignity of; when it may adjudicate upon the constitutionality of an act of Congress; its composition and appointment.
 2. Circuit courts; number; the justices; appointment; number.
 3. District courts; number; the justices; appointment; United States district attorneys and marshals.
 4. Classes of cases under jurisdiction of federal courts.
 5. Historic decisions; their value and importance.
- IV. Instruments of government.
 - A. Revenues.
 1. Customs.
 2. Internal revenues.
 3. Sale of public property.
 4. Bonds.
 - B. Expenditures.
 1. Various administrative departments of government.
 2. Army.
 3. Navy.
 4. Post office—nearly self-supporting.
 5. Pensions.
 6. Indians.
 7. Public works.
 8. Redemption and interest of public debt.
 - C. Public debt.
 1. Amount; how created; how met.
 2. Comparison with foreign debts.
- V. Supremacy of federal government.
 - A. State may not contravene United States law or treaty.
 - B. Fourteenth amendment to constitution; decides first as to what constitutes federal citizenship; state citizenship dependent on federal; naturalization a federal function.
 - C. Citizens allegiance not divided, but double; primarily to the United States.
- VI. Growth or development of government seen in—
 - A. Amendments.
 - B. The unwritten constitution. Ours theoretically a strictly written constitution; contrast with unwritten constitution of the United Kingdom of Great Britain and Ireland. Precedents which have hardened into unwritten constitutional provisions in the United States—
 1. The functions of the electoral college.
 2. Incumbency of presidency limited to two terms.
 3. Possibility of House of Governors becoming such a precedent.

- VII. Historical study showing the origin of the federal government. The formation and development of the constitution.
 - VIII. Theoretical and historical study bearing on the origin and development of government and the state.
 - IX. Comparison of the British cabinet system with the presidential system of the United States.
 - A. Place of the titular executive in each system: President real executive in the United States; sovereign nominal executive in Great Britain; cabinet really in control; question as to which system yields greater efficiency; difference in prompt compliance with popular will; possibility of antagonism between the executive and the legislative departments in each system.
 - B. Comparison of the government of the United States with that of other nations. The United States a federal republic. Switzerland. Meaning of republic. Meaning of federal. Difference from confederation.
 - 1. Centralized republic—France.
 - 2. Aristocratic government—no existing example.
 - 3. Monarchy—
 - a. Absolute—found now only among obscure peoples.
 - b. Limited—the United Kingdom of Great Britain and Ireland.
- Sources of information:
- Federal constitution.
 - Class text.
 - Bryce, "American Commonwealth."
 - Other textbooks.

GENERAL SUGGESTIONS FOR CONDUCTING THE COURSE.

1. It is expected that the teacher will expand upon the points brought out here covering the detail.
2. Read carefully the preface of your textbook.
3. Compel the pupil to find material in text touching any given point by use of index and table of contents. They may have to be taught how, but it is worth the time. Avoid assigning lessons by pages.
4. Before any lesson is assigned the instructor should carefully discuss with the class the best methods of daily preparation. A careful assignment of the advance lesson is an infallible time saver. Plans of study will vary with different classes, but certainly all of them will involve the careful reading of the text, the making of memoranda on doubtful points, the looking up of unfamiliar words and expressions, and the correlation of the matter in the lesson with previous information and experience. Insistence on systematic preparation will do more to economize the time of the recitation than any other single item. A little attention during the early part of the term will secure it. The device of encouraging students to write out, so far as possible, in advance the questions they wish to ask in class saves time and puts a premium on intelligent questioning. Many idle interrogations will be unasked.
5. In study of local government compel pupils to get information by investigation wherever possible. After they have made their discoveries the textbook's discussion can be taken up.
6. In study of the city try to make comparisons with other cities that have come into the experience of the pupils.
7. Benefit is always to be had by having the pupil come into contact with public officials either by calling on them for information or by bringing them directly into the classroom.
8. A textbook in civics is bound to have in it considerable historical and explanatory matter, necessary and valuable in itself, but which need not be memorized. The time allotted for the subject will not permit recitation on the infinity of details that might be discussed. There is great value in carefully reading all that the text contains, for the details clarify the larger and more important considerations. It is an impossibility, however, to recite each

fact in class. The problem of the teacher is to give the student in the time allotted a definite understanding of the principles and practices of his local, state, and national government, together with the maximum of information best calculated to make him a good citizen.

9. In taking up study of judicial systems make use of local attorneys—private, city, or county—also local or district justices whenever possible. You are sure to find some one who will be glad to come before your class and discuss the judicial system in part or whole.

10. The teacher should see that the pupil attains progressive ability in attacking each new problem. He should be able to attack the township and develop the study of it with a keener insight than he did the school district, the city than he did the township, the county than he did the city, etc., until when he reaches the federal organization he should be able to select the important from the unimportant, rapidly and accurately.

11. In discussing any official or officer try to determine in how far the functions are legislative, executive or judicial.

12. Pupil's interest in the work can be retained by visits to places which have to do with governmental activities. The city hall; water, light and gas systems; public library; post office, jails; council meetings; courts in action; county officers; all will furnish excellent means for illustrating the work. Encourage the pupils to make reports on the various phases of government. Questions of civic interest may be made subject of class debates. Search topics should be assigned far enough in advance to give the pupil time to find material and put it into shape.

13. The questions at the close of each chapter of the text are valuable in bringing out the local conditions, and can be used to a good advantage. The teacher must determine how much should be used.

14. A talk before the class by some one who has had experience in serving as a legislator will help in developing the organization of legislative bodies.

15. In the study and development of the state, your own state (see Kansas Supplement) should be the subject, with constant comparison with states in general as shown in the general subject matter of the class text and other sources.

16. A careful study of all charts in the text, especially those touching economic phases, is valuable; it teaches the pupil to appreciate the value of graphic studies and to be able to interpret them; also fixes facts and furnishes basis for reasoning causes. Graphic studies by pupils themselves of tariff, political parties, etc., could be made.

17. The teacher should never permit the pupils to lose sight of the fundamental importance of checks and balances in a democratic form of government, and how this was worked out in the development of state and federal constitutions. Point out the great fund of race experience and experiments in government that lies behind these ideas.

18. The teacher will find it worth while to have a regular time for consultation. No topic should be given out until the teacher has assured himself that the material required is available for the student's use. If the teacher will require the pupil to report to him before giving the results of his investigation to the class, a great improvement in this kind of work will be effected. A little care early in the course can be made to stimulate a healthy rivalry for excellence in rendering oral reports, placing written reports on a public reading table for the benefit of the class has sometimes been found helpful.

19. The student should not be required to maintain a mental junk shop of isolated facts. The relationship of the various departments of government should be brought out, and the student given an opportunity to apply his knowledge to some of the practical questions most likely to confront him as a citizen. Rapid reviews on the meaning of terms, the officers possessing given powers, the place for the settlement of given difficulties, the arguments for certain reforms, are all useful, interesting, and popular. A vast number of review questions in civics can be answered with "yes" or "no." If the teacher takes pains to prepare the questions in advance, a thorough and valuable review can be given in a week. A premium should be placed on rapidity as well as accuracy. Let the students themselves prepare some of the questions for

use in these exercises. The questions given in the outline are only suggestive of what the teacher can prepare for the work. Needless to say, the review should be on essentials.

20. Review of local and state government. The following are suggestive questions for rapid review. Explain: Immediate government, representative government, suffrage, citizenship, congressional township, charter, franchise, constitution, commission system of government, city-manager plan of city government, county-manager plan of county government (proposed), civil service, merit system, home rule, eminent domain, ordinance, primaries, bill of rights, checks and balances, initiative, referendum, impeachment, minority representation, *ex post facto*, quorum, bill of attainder, indictment, mandamus, injunction, police power, militia, treason, corporation, pool, trust, inheritance tax, appellate and original jurisdiction, common law, equity, plurality, majority, "boss," budget, bonds, civil case, criminal case, direct taxes, panel of jurors, *petit* jury, grand jury, plaintiff, regents, registration, short ballot, sovereignty.

Give the powers of: city assessor, county board, sheriff, prosecuting attorney, probate judge, city council, city board of education, governor, state senate, state house of representatives, board of equalization, state superintendent of public instruction, etc. When and how is each elected; term, qualifications, and salary?

To what officer or governmental body would the following matters be presented? Levying the city tax; probating a will; appropriating money for building county roads; establishing regulations for the penitentiaries; granting divorces; declaring a state law unconstitutional; apportioning the members of the legislature among the counties; trying a man accused of highway robbery; electing a superintendent of schools; voting money for poor relief; assessing property for purposes of taxation; equalizing the assessment; apportioning the amount of state tax to be raised among the counties; complaint against improperly cleaned sidewalks; appointment of an alderman to fill a vacancy; enforcement of factory legislation; provisions for fire protection and water supply; issuing bonds for school purposes; giving a franchise to telephone company; complaint against a policeman; repairs of a city cross walk; punishing a man for spitting on the sidewalk; arson; drunkenness; application for a dog license, hunting license, marriage license; application for permission to practice medicine, to teach school in your county rural schools, to take the quarantine from the house; commitment of an insane person to a state hospital; proposal to amend the state constitution; a demand for a change in the city charter; request for a pardon or a parole?

Tell whether it is constitutional in your state for the legislature to appoint county judges, circuit judges; to legislate for the direct care of the insane, indigent, and criminal; to fix the maximum amount of tax which your city may levy; to prohibit the carrying of firearms, the operation of pool rooms; to exclude from the state all alcoholic beverages; to compel children to attend school until at least fourteen years of age; to issue paper money; to charter corporations; to establish a religion; to impeach and try the governor, mayor, or state supreme court judge; to refuse support for the state educational institutions; to use the money derived from the sale of each sixteenth section of the public lands for the payment of legislative salaries; to regulate railway rates; to fix the salaries of school superintendents; to determine legal holidays; rates of interest, and hours of labor for women; to enter into alliance with Canada; to regulate the manner of elections; to exclude citizens of a neighboring state from entering your state; to create new state boards and fix their salary; to prohibit firms incorporated in other states from doing business in your own; to tax post-office buildings or hospitals or churches; to build and operate a railway; to appropriate money for the settlement of strikes, for payment of Confederate soldiers' pensions, for building an athletic field at the State University, for erecting a town hall or courthouse, or for a political campaign.

May your city council legally grant franchises, condemn buildings as unsafe, incorporate business firms, close schools during an epidemic, license saloons, peddlers, or veterinarians, pave streets, issue bonds, increase the salary of the city officers, amend the city charter?

21. To test judgment and application which of the following are constitutional:

Congress disestablishes the army and navy, refuses to pay the President, makes a treaty without the President's consent, appoints a Governor to fill a vacancy in your state, forbids the carrying of arms, repeals the law against smuggling, makes eighteen the legal age for voting in your state, gives immunity to counterfeiters, refuses to appropriate money for pensions, or for salaries of the federal judges, passes a statute making it illegal for government employees to petition for shorter hours, enlarges the number of the Supreme Court, prescribes for the whipping of wife beaters, accepts presents for the government from the Sultan of Turkey, presents the President with an automobile.

Explain: Log rolling, party caucus, riders, lobby, filibustering, minority President, electoral college, *ex post facto*, excise, implied powers, pocket veto, gerrymander, impeachment, senatorial courtesy, conventions, executive session, extradition, concurrent powers, spoils system, conservation, reclamation service, free silver, protective tariff, ship subsidy, *ad valorem* duties, legal tender, treasury notes, bimetallism, naturalization, bankruptcy, Australian ballot, copyright, patent, *habeas corpus*, martial law, committee of the whole, legislation by committee, joint resolution, reciprocity.

22. For *yes* and *no* answers.

1. Is it possible for a majority of the people to vote for a presidential candidate and still fail to elect him?
2. Can the United States Supreme Court overturn a state law regulating railway rates within the state?
3. Was the President ever impeached?
4. Does the constitution govern the organization of political parties?
5. Is there any limitation on the President's pardoning power?
6. Does the constitution compel negro suffrage?
7. Does the constitutional provision for uniform duties protect the territories?
8. Is it possible for the federal government to repudiate its Civil War debt?
9. May the President remove cabinet officers without the consent of the senate?
10. Does the national pure-food act protect you from adulterated foods prepared within your own state?
11. Are there constitutional limits to the federal power of taxation?
12. Has the federal government any exclusive power of taxation?
13. May Congress declare anything but gold and silver legal tender?
14. May Congress exclude immigrants of a particular nationality?
15. May Congress prohibit the consolidation of competing railways?
16. May a treaty be superseded by a statute?
17. May a state be compelled to observe the provisions of a treaty?
18. Was the Louisiana Purchase constitutional?
19. Is the decision of the United States Supreme Court binding on succeeding courts?
20. Are all citizens voters?

23. Make a list of governmental functions and ask what officer or governmental body has them in charge. For example, treaties, appointment of postmasters, enforcement of laws relative to Indian affairs, disposition of troops, weather bureau, territories, immigration restrictions, collection of revenues, etc.

COMMUNITY CIVICS.

(One-half unit, or one unit.)

Textbook: Hughes' Community Civics (Allyn and Bacon, Chicago).

It is recommended that the order of topics be followed as found in the adopted text. As an aid to making the pupil think for himself, questions and suggestions for thought and investigations have been placed in the body of the book, where the pupil cannot help seeing them, as well as at the end of each

chapter. These questions, together with the topics requiring original investigation which can be assigned to individual members of the class, should be utilized as far as may be deemed practicable.

It is also recommended that a study of vocations receive considerable attention in this grade. Each community should make a list of professions, trades, and occupations, and group them under proper classifications. In the study of each project bring out the vocations connected with it. Select a few for study that are most closely associated with the topic; as, for instance, under "Civic Beauty," the architect, carpenter, etc., find out what training is necessary and how it is secured. Is the work mental or physical, automatic or responsible? What standard of living can be maintained in its pay? Hughes' *Economic Civics* contains valuable reference material for studying the vocational phase of the work.

The significance, scope, aims, and contents of "Community Civics" are best defined in *Bulletin No. 28 of the National Bureau of Education, 1916*.

"Community Civics lays emphasis upon the local community because (1) it is the community with which every citizen, especially the child, comes into most intimate relations, and which is always in the foreground of experience; (2) it is easier for the child, as it is for any citizen, to realize his membership in the local community, to feel a sense of personal responsibility for it, and to enter into actual co-operation with it, than is the case with the national community."

"But our Nation and our State are communities, as well as our city or village, and a child is a citizen of the larger as of the smaller community. The significance of the term 'Community Civics' does not lie in its geographical implications but in its implication of community relations, of a community of interests—it is a question of point of view, and Community Civics applies this point of view to the study of the local community."

"The aim of community civics is to help the child to know his community—not merely a lot of facts about it, but the meaning of his community life, what it does for him, and how it does it, what the community has a right to expect from him, and how he may fulfill his obligation, meanwhile cultivating in him the essential qualities and topics of good citizenship."

"Contents of Community Civics—A characteristic feature of community civics is that it focuses attention upon the elements of the community rather than upon the machinery of government."

The following projects are suggested from the report of the committee on Social Studies in Secondary Education. The Massachusetts Board of Education has issued a pamphlet, *Supplementary Suggestion on the Teaching of Community Civics in First-year High School Classes, November 5, 1916*, containing valuable bibliography for each topic given below with suggestions regarding material and methods:

I. HEALTH.

1. Pure Air.
 - Ventilation of buildings.
 - Suppression of smoke and gas nuisance.
 - Tenement house laws and inspection.
 - Cleanliness of outbuildings.
2. Pure Water.
 - Wells and water system.
 - Stream protection and filtration.
 - Sewage disposal.
3. Pure Food.
 - School lunches.
 - Pure food and drug laws.
 - Inspection of markets and dairies.
 - Inspection of slaughter-houses.
 - Inspection of cold storage.
4. Exercise.
 - Gymnasiums.
 - Playgrounds and athletic fields.

5. Cleanliness.
 - Disposal of household waste.
 - Street cleaning.
 - Public baths.
6. Contagion.
 - Medical inspection of schools.
 - School nurses.
 - Vaccination.
 - Quarantine—local, state, national.
 - Insect extermination.
7. The use of drugs.
 - Temperance societies.
 - Regulation of sale and manufacture of alcohol and tobacco.
8. Working hours and conditions.
 - Properly equipped schools (desks, lighting).
 - Child-labor legislation and inspection (age, hours, work certificates, kinds of employment).
 - Factory legislation and inspection (hours, lunch periods, sanitation, safety devices, seats for women employees, kinds of employment).
 - Consumers' leagues.
 - Child-labor associations.
9. Miscellaneous purposes.
 - Ambulance service.
 - Hospitals and dispensaries.
 - Vital statistics.
 - Baby-saving campaigns.

II. PREVENTION OF ACCIDENTS.

1. In houses, tenements, schools, public buildings.
 - Fire exits, fire escapes, buildings laws and inspection.
2. In the street.
 - Traffic regulations and traffic squad.
 - Underground wires.
 - Street lighting.
3. In transportation.
 - Safety regulations and devices on railroads, steamships, electric cars, and automobiles.
 - Coast survey; lighthouses and buoys; life-saving stations.
4. In industry.
 - Safety devices in mines, quarries, and factories.
 - Regulation and inspection of fire escapes, elevators, boilers.
5. Prevention of floods.
 - Levees.
 - Preservation of forests.
 - Flood reservoirs.
6. Protection against fire.
 - Water supply.
 - Fire department.
 - Forest rangers.
 - Building regulations.
 - Fire prevention movement.
 - Insurance.
 - Police.
 - Courts (Civil and Criminal).
 - Legal aid societies.
 - Militia.
 - State constabulary.
 - Army.
 - Navy.
 - Patents and copyrights.

III. RECREATION.

School recess.	Botanical and zoölogical gardens.
Playgrounds and athletic fields.	Libraries.
Athletic associations.	Museums and art galleries.
Gymnasiums and bowling alleys.	Summer camps.
Extended use of schoolhouses.	National parks.
Public baths.	Clubs and associations:
Recreation piers.	Boy Scouts.
Concerts.	Camp Fire Girls.
Theaters and moving pictures.	Y. M. C. A.
Circuses.	Social settlements.

IV. EDUCATION.

Kindergartens.
 Elementary schools (day, evening, summer, special).
 High Schools (day, evening, summer, special).
 Private and co-operative schools.
 Higher institutions (different kinds and purposes of each).
 Correspondence schools (use and limitation).
 Summer Chautauquas.
 Winter reading circles.
 Schools for defectives (blind, deaf, etc.).
 Corporation schools.
 Classes for immigrants.
 Young Men's Christian Association.
 Social settlements.
 Civic clubs.
 Literary and debating clubs.
 Public lectures and sermons.
 Libraries.
 Museums and art galleries.
 Theaters and moving pictures.
 Newspapers and periodicals.
 Public education associations.
 Home and school associations.
 The Foundations (Sage, General Education Board, Carnegie Foundation for the Advancement of Teaching).
 United States Bureau of Education.

V. CIVIC BEAUTY.

1. Beauty in the home.
 Appearance of dwellings (paint, repairs, window boxes, etc.).
 Care of lawns, gardens, trees.
2. Beauty in the school.
 Interior decoration.
 School architecture.
 Improvement of grounds.
 School gardening.
3. Beauty in the street.
 The street plan.
 Construction and repair.
 Cleanliness.
 Provision for rubbish.
 Unightly objects—
 Telephone and electric light poles.
 Bill boards.
 Care and preservation of trees.
 Noise.
 Lighting at night.
 Parks, parkways and boulevards, water fronts.

4. Architecture.
 - Public buildings.
 - Business and office buildings.
 - Residential.
5. Art.
 - Monuments and statues.
 - Bridges.
 - Galleries.
6. City or town planning.
 - Street plan.
 - Grouping of public buildings.
 - Industrial and residential sections.
 - Regulation of height of buildings.
7. Preservation of natural beauty.
 - Local, State, National.
8. Miscellaneous.
 - Smoke abatement.
 - Vacant lots.
 - Alleys.
 - Clean-up days.
 - Care of public buildings.
 - Mutilation of public property.

VI. WEALTH.

Industries and occupations of the community. Study them with reference to the wants they satisfy or the service they perform.

Raw materials used in these industries. Sources.

Natural resources of your immediate community.

Conservation of natural resources.

Light and power for industrial uses.

Transportation facilities.

1. Capital: Nature of the capital used in—
 - Farming in your locality.
 - A large factory.
 - A street railway.
 - A mercantile establishment.
 - A bank.
2. Labor supply: Kind, abundance, permanence, reliability.
3. Voluntary organizations aiding industry.
 - Labor unions.
 - Boards of trade, chamber of commerce.
 - Associations of manufacturers, merchants, professional men.
 - Employment bureaus.
4. For saving.
 - Banks—school banks, saving banks, postal savings.
 - Homestead and loan associations.
 - Insurance—life, accident, fire.
 - Opportunities for investment.
5. Government control.
 - Federal departments, bureaus, commissions, etc.
 - Treasury, Agriculture, Commerce, Labor, Interior, Interstate Commerce Commission, etc.
 - Consular system.
 - Federal employment bureaus.
 - Federal Reserve Board.
 - Federal legislation (consider the legislation of the present or last session of Congress).

State bureaus and commissions.

Agriculture, labor, highways, etc.

Employment bureaus.

State universities, agricultural and technical schools.

State legislation.

Wage laws, accident liability, labor of women and children, working conditions.

VII. COMMUNICATION.

Postal service.

Telegraph.

Ocean cables.

Wireless.

Telephone.

The press.

Newspapers.

Magazines, periodicals, etc.

Books, libraries, etc.

Reports issued by government and by voluntary organizations.

Lectures, sermons, Chautauqua, etc.

Public discussion.

Town meeting, county court days, fairs, etc.

The corner grocery.

Clubs.

Social centers.

VIII. TRANSPORTATION.

1. Roads.

Toll-road companies (now rare).

Voluntary organizations to promote good roads.

Government control—

County and town.

State (highway commissions, etc.).

National—

Department of Agriculture (Office of Public Roads).

Post Office Department (rural delivery).

2. Streets.

City government, street department.

3. Bridges.

City, County, State, National.

4. Natural waterways: Rivers, lakes, ocean.

State bureaus and commissions.

National—

Department of Commerce (Coast Survey, Bureau of Navigation, Bureau of Lighthouses).

Department of the Treasury (life-saving stations).

Department of War (river and harbor improvement).

Department of Agriculture (Weather Bureau).

International Waterways Commission.

Interstate Commerce Commission.

5. Canals.

Private companies.

State control.

National (Panama, Sault Ste. Marie, etc.).

6. Railroads.

Private corporations.

State (railway or public-service commissions).

National (Interstate Commerce Commission).

7. Electric railways.

Urban—surface, elevated, subway.

Interurban—

- Private corporations.
- City governments (franchises, commissions).
- State governments (public-service commissions).
- National (Interstate Commerce Commission).
- 8. Post Office Department (parcel post).
- 9. Express companies.
- 10. Local transfer companies, cab lines, jitney lines, etc.
- 11. Steamship and other navigation lines.

IX. MIGRATION.

- Federal Bureau of Immigration and Inspection Service.
- Federal Bureau of Naturalization.
- State departments of labor and employment bureaus.
- Steamship companies.
- Railroad companies.
- Corporation labor agents.
- Colonization societies.
- Immigration societies and other voluntary organizations in the interest of immigrants.
- Chambers of commerce and similar organizations that seek to induce industries to establish themselves in cities.
- Wheat growers' associations, agricultural exhibits, county and state fairs, etc.

X. CHARITIES.

- Local and state institutions for dependents and defectives.
- City and state departments of charities.
- Charity organization societies.
- Voluntary charitable organizations.
- Churches.
- Fraternal organizations.
- Settlements.
- Relief and social service departments of business corporations.
- Schools of philanthropy.
- Philanthropic foundations.
- Labor unions.
- Employment bureaus.

XI. CORRECTION.

- Machinery of school administration and discipline.
- Parental, truant, and special schools.
- Reform schools and reformatories.
- Jails and prisons.
- Labor colonies.
- Juvenile courts.
- Probation and parole.
- Prison-reform associations.

XII. HOW GOVERNMENTAL AGENCIES ARE CONDUCTED.

- Direct self-government—The town meeting. National and state constitutions as representing the direct will of the people. Recent development of the initiative, referendum, and recall.
- Representative self-government—Reasons for. Methods of representation. Proportional representation.
- Division of governing powers—Local, state, national. Reason for such division. Relations between state and local; between state and national.
- Separation of powers—Legislative, executive, judicial. Reasons for. Degree of separation in national, state, county, and city governments. Checks and balances.

Selection of representatives—The suffrage. Nominations. Conventions, direct primaries, preferential primaries. Elections. Party system, short ballot. The civil service, civil service reform, machine politics.
 General organization of government—Local (township, county, village, or city), state, national.

XIII. HOW GOVERNMENTAL AGENCIES ARE FINANCED.

1. Source of revenue.
 - Methods of taxation.
 - Budget making.
 - Appropriations.
 - Assessment.
 - Equalization.
 - Exemptions.
- Methods of checking expenditures.
 - Reports.
 - Audits.
 - Budget exhibits.
- Methods of borrowing money.

XIV. HOW VOLUNTARY AGENCIES ARE CONDUCTED AND FINANCED.

- | | |
|--|---------------------------------|
| A private hospital. | A child-labor organization. |
| A playground association. | A humane society. |
| A church. | A bureau of municipal research. |
| A charity organization society. | A consumers' league. |
| A social settlement. | A local newspaper. |
| A board of trade or chamber of commerce. | |

REFERENCE BOOKS.

Following is a list of books dealing with the various fields of history, civics and economics. All are valuable as books of reference in supplementary reading and all are usable for high-school pupils. They have been chosen for their special value in presenting important phases of the studies and for their readability. A well-equipped library should contain all of these books. The upkeep of a library demands that no school year should be allowed to pass without adding something to the library. The star (*) is used to indicate the special value of the book as a reference, an additional one emphasizes this value. In purchasing from this list, therefore, the ones marked by the greatest number of stars should be considered first, the second greatest next, etc.

Many of the books will be found to overlap in scope; for example, some listed for English history may apply to medieval and modern history; some listed for medieval and modern history may apply to English and American history, and *vice versa*; some listed for American and English history may apply to civics and economics. Books of especial value for economics listed under other headings are marked thus †.

ANCIENT HISTORY.

- *** Abbott, F. F. *Society and Politics in Ancient Rome*. Scribner.
- ** Breasted, J. H. *Ancient Times—Story of the Early World*. Ginn & Co.
- * Clodd, C. E. *The Story of the Alphabet*. Appleton.
- * Clodd, C. E. *Story of Primitive Man*. Appleton.
- *** Cunningham, W. *Western Civilization* (vol. I). The best book on the economic side of ancient history. Macmillan.
- ** Davis. *Readings in Ancient History*. 2 vols. Allyn & Bacon.
- * Day, Edward. *Social Life of Hebrews*. Scribner.
- * Friedlaender, L. *Town Life in Ancient Italy*. Sanborn.
- *** Gulick, Charles B. *Life of Ancient Greeks* (illustrated). Appleton.

- *** Hawes & Hawes. *Crete, The Forerunner of Greece* (excellent). Harper & Bros.
- ** Heornes, M. *Primitive Man*. Macmillan.
- *** Johnston, H. W. *Private Life of the Romans*. Scott-Foresman.
- * Mahaffy, J. P. *Old Greek Life*. American Book Co.
- *** Maspero, G. *Life in Ancient Egypt and Assyria* (illustrated). Appleton.
- * Plutarch's *Lives*. 3 vols. Translated by A. H. Clough. Everyman's Library. Dutton.
- ** Robinson-Breasted-Smith. *A General History of Europe*. Ginn & Co.
- * Sayce. *Babylonian and Assyrian Life and Customs*. Scribner.
- *** Seignobos, C. *History of Ancient Civilization*. Scribner.
- ** Winckler, Hugo. *History of Babylonia and Assyria*. Scribner.

MEDIEVAL HISTORY.

- * Adams, George B. *Medieval Civilization*. American Book Co.
- *** Archer and Kingsford. *The Crusades*. Putnam.
- Creasy, E. S. *Fifteen Decisive Battles of the World*. Everyman's Library. Dutton.
- *** Emerton. *Introduction to the Middle Ages*. Ginn & Co.
- * Fisher, G. P. *History of Christian Church*. Scribner.
- *** Gibbins. *History of Commerce in Europe*. Macmillan.
- * Jessopp, Augustus. *The coming of the Friars*. Putnam.
- *** Munro. *History of Middle Ages*. Appleton.
- *** Robinson. *Readings in European History*. 2 vols. Ginn & Co.
- ** Robinson-Breasted-Smith. *A General History of Europe*. Ginn & Co.
- *** Seignobos. *The Feudal Regime* (translated by Dow). Henry Holt.

MODERN HISTORY.

- ** Beard, C. A. *The Industrial Revolution*. Macmillan.
- Douglas. *Europe and the Far East*. Macmillan.
- *** Fyffe. *History of Modern Europe* (single-volume edition). Henry Holt.
- ** Hazen. *Europe Since 1815*. Henry Holt.
- * Henderson, E. F. *Short History of Germany*. 2 vols. Macmillan.
- * Johnston, R. M. *Napoleon*. A. S. Barnes & Co.
- Johnston & Spencer. *Ireland's Story*. Houghton Mifflin.
- † Kirkup. *History of Socialism*. Macmillan.
- ** Lecky. *History of England in Eighteenth Century*. 7 vols. D. Appleton & Co.
- Lowell, A. L. *Governments and Parties in Continental Europe*. 2 vols. Houghton Mifflin.
- ** Lowell, E. J. *The Eve of the French Revolution*. Houghton Mifflin.
- *** Mathews, Shaler. *The French Revolution*. Longmans.
- ** Payne, E. J. *European Colonies*. Macmillan.
- * Rambaud. *History of Russia*. 3 vols. Dana, Estes & Co.
- * Reinsch, P. S. *World Politics at End of Nineteenth Century*. Macmillan.
- *** Robinson & Beard. *Readings in Modern European History*. 2 vols. Ginn & Co.
- ** Robinson-Breasted-Smith. *A General History of Europe*. Ginn & Co.
- *** Seignobos. *Europe since 1814*. Translated by Macvane. Henry Holt.
- ** Simonds. *History of the World War*. 5 vols. Doubleday, Page.
- * Skrine. *Expansion of Russia*. Macmillan.
- * Thurston. *History of the Growth of the Steam Engine*. D. Appleton & Co.

ENGLISH HISTORY.

- †*** Cheyney. *Industrial and Social History of England*. Macmillan.
- †* Gibbins, Henry De B. *Industrial History of England*. Scribner.
- ** Green, J. R. *Short History of English People*. Harper & Bros., or American Book Co.

- *** Gardiner. *Student's History of England.* Longmans.
- ** Montague, F. C. *Elements of English Constitutional History.* Longmans.

UNITED STATES HISTORY.

Texts.

- ** Bassett. *Short History of the United States.* Macmillan.
- ** Channing. *Student's History of the United States.* Macmillan.
- *** Elson. *A History of the United States.* Macmillan.
- Guiteau. *Our United States, A History.* Silver, Burdett.
- McLaughlin. *A History of the American Nation.* Appleton.
- McMaster. *A School History of the United States.* American Book Co.
- * Muzzey. *American History.* Ginn & Co.
- *** West. *History of the American People.* Allyn & Bacon.

Source Books.

- Halsey. *Great Epochs in American History.* Funk & Wagnall.
- ** Hart. *American History Told by Contemporaries.* Macmillan.
- *** James. *Readings in American History.* Scribner.
- *** MacDonald. *Documentary Source Book of American History.* Macmillan.
- ** McKinley. *Illustrated Topics for American History.* McKinley Pub. Co.
- ** Muzzey. *Readings in American History.* Ginn & Co.

General Reference.

- Andrews, C. M. *The Colonial Period* (Home University Library). Holt.
- * Barnes. *A Popular History of the United States.* A. L. Burt & Co., N. Y.
- Bassett. *Our War with Germany.* Knopf.
- *** Bogart. *Economic History of the United States.* Longmans.
- ** Burgess. *The Middle Period.*
- Burgess. *The Civil War and the Constitution.*
- Burgess. *Reconstructoin and the Constitution.* Scribner.
- Cambridge. *Modern History, Vol. VII.* Macmillan.
- *** Coman. *Industrial History of the United States.* Macmillan.
- *** Dewey. *Financial History of the United States.* Longmans.
- Dodge. *Bird's-eye View of the Civil War.* Houghton Mifflin.
- Eggleston. *Beginners of a Nation.* Appleton.
- * Elson. *Sidelights on American History.* Macmillan.
- Fisher. *The Colonial Era.* Scribner.
- *** Fiske. *Discovery of America.*
- Fiske. *The Beginnings of New England.*
- Fiske. *Old Virginia and her Neighbors.*
- Fiske. *The Dutch and Quaker Colonies.*
- Fiske. *The American Revolution.*
- Fiske. *The Critical Period.* Houghton Mifflin.
- Hart. *The American Nation Series.* Harper.
- *** Hart. *The Formation of the Union.* Longmans.
- Larned. *History for Ready Reference.* C. A. Nichols Co., Springfield, Mass.
- Parkman. *The Struggle for a Continent.* Little-Brown.
- Schouler. *History of the United States (VII Vol.).* Dodd, Mead.
- Sloane. *The French War and the Revolution.* Scribner.
- * Stanwood. *A History of the Presidency.* Houghton Mifflin.
- *** Taussig. *Tariff History of the United States.* Putnam.
- *** Thwaites. *The Colonies.* Longmans.
- Walker. *Making of a Nation.* Scribner.
- *** Wilson. *Division and Reunion.* Longmans.
- Woodburn. *Lecky's American Revolution.* Appleton.

Pedagogical References.

- *** McLaughlin. The Teaching of American History. D. Appleton. Free.
- *** Hindsdale. How to Study and Teach History. D. Appleton.
- *** Bourne. Teaching of History and Civics. Longmans.

CIVICS.

- *** Bryce, James. The American Commonwealth. (Abridged edition.) 1 vol. Macmillan.
- *** Fairlee. Local Government in Counties, Towns and Villages. Century.
- Fiske. Civil Government. 1 vol. Houghton Mifflin.
- *** Goodnow, F. J. City Government in U. S. Century.
- Gardner, James. Government in U. S. American Book Co.
- ** Oberholtzer, E. P. The Initiative, Referendum and Recall in America. Scribner.
- † Plehn, C. C. Introduction to Public Finance. Macmillan.
- ** Press Publishing Co. World Almanac for Current Year. (Order in cloth.) Press Publishing Co.
- * Ransom, W. L. Majority Rule and Judiciary. Scribner.
- *** Reinsch, P. S. American Legislatures and Legislative Methods. Century.
- † Shaw, A. (editor). The National Revenues.
- * Wilson, Woodrow. The State. D. C. Heath & Co.
- ** Woodruff, C. R. City Government by Commission. Appleton.
- *** Willoughby. Rights and Duties of American Citizenship. American Book Co.

ECONOMICS.

- Bastable, C. F. The Commerce of Nations. Macmillan.
- * Bullock, C. J. Introduction to the Study of Economics. Silver, Burdett & Co.
- *** Bullock, C. J. Selected Readings in Economics. Ginn & Co.
- ** Commons, J. R. Trade Unionism and Labor Problems. Ginn & Co.
- Enser, R. C. K. Modern Socialism. Scribner.
- Hadley, A. T. Railroad Transportation. Putnam.
- *** Hadley, A. T. Economics. Putnam.
- *** Jevons, W. S. Money and the Mechanism of Exchange. Appleton and also Twentieth Century Publishing Co.
- Johnson, E. R. American Railway Transportation. Appleton.
- *** Marshall, A. Principles of Economics. Macmillan.
- *** Nicholson, J. S. Principles of Political Economy. Macmillan.
- ** Seager, H. R. Introduction to Economics. Holt & Co.
- *** Taussig, F. W. Principles of Economics. 2 vols. Macmillan.
- *** White, H. Money and Banking. Ginn & Co.

PUBLISHING COMPANIES.

Below are given the addresses of publishers. Companies usually furnish their own publications to boards of education at slightly lower (wholesale) prices than can be secured from book jobbing houses, and when many books of one publisher are purchased at once a saving is made by ordering direct. However, large jobbing houses (such as A. C. McClurg & Co., Chicago) are prepared to supply promptly the books of all publishers, and all miscellaneous orders should be sent to them or given to a local dealer. In ordering *state exactly what is wanted*, including author, title, edition and publisher. This precaution is doubly important when purchasing through local dealers not accustomed to handling orders of library books.

Allyn & Bacon, Chicago.
 American Book Company, Chicago.
 D. Appleton & Co., Chicago.
 Atkinson, Mntzer & Co., Chicago.
 Century Book Company, Chicago.
 Dodd, Mead & Co., Kansas City.
 Doubleday, Page & Co., New York City.
 E. P. Dutton & Co., New York City.

Ginn & Co., Chicago.
 Harper & Bros., New York City.
 D. C. Heath & Co., Chicago.
 Henry Holt & Co., New York City.
 Houghton Mifflin Company, Chicago.
 J. B. Lippincott Company, Philadelphia.
 Little, Brown & Co., Boston.
 Longmans, Green & Co., Chicago.

The Macmillan Company, Chicago.
 Manual Arts Press, Peoria.
 Charles E. Merrill Co., Chicago.
 A. J. Nystrom & Co., Chicago.
 Open Court Publishing Co., Chicago.
 Orange, Judd Company, Chicago.
 G. P. Putnam's Sons, Chicago.

Rand, McNally & Co., Chicago.
 Row, Peterson & Co., Chicago.
 Chas. Scribner's Sons, Chicago.
 Scott, Foresman & Co., Chicago.
 Silver, Burdett & Co., Chicago.
 Small, Maynard & Co., Boston.
 Whitcomb & Barrows, Boston.

ILLUSTRATIVE MATERIAL.

The study of history is inseparably connected with a knowledge and understanding of geography and the ability to interpret maps illustrative of historical situations and movements. No course in history can be properly taught without the use of maps and other illustrations. No high school can be expected to rank high if the equipment does not contain an ample supply of maps illustrative of the various phases of history. Following is a list of maps marked as to importance and should be purchased in that order.

The ones marked (*) should be considered first in purchasing. Possibly those so marked could be purchased in form of a chart more reasonably than as individual maps. If not purchased in chart form each map should be in a case by itself for convenience in carrying from room to room. Whenever possible the text of maps purchased should be printed in English.

ANCIENT HISTORY.

Maps to show—

- *1. The physical features of Eurasia or of Europe and Asia separately.
- *2. Ancient World—Egypt, Assyria, Babylonia, etc.
- *3. Ancient Asia Minor, including Palestine.
- *4. Eastern Mediterranean, showing Crete.
5. Oriental Empires.
- *6. Greek and Phœnician colonization.
- *7. Ancient Greece and Ægean, including the Ionian coast of Asia Minor.
8. Alexander's empire.
- *9. Ancient Italy, showing Sicily, Sardinia, Corsica, Carthage, etc.
- *10. Mediterranean world during Roman conquests.
- *11. Roman empire at time of Augustus and the emperors.
- *12. Barbarian invasions; breaking up of Roman empire.

MEDIEVAL HISTORY.

Maps to show—

- *1. Europe at time of Charlemagne.
- *2. Mohammedan conquests. May be found in connection with other maps.
- *3. Europe during tenth century, especially the latter half, including the Holy Roman empire.
- *4. Europe and Mediterranean shores at time of crusades.
- †5. England and France from twelfth to sixteenth century.
- †6. Europe about 1350 to 1400 A.D.
- †*7. Commerce in medieval period.
- *8. World during age of discoveries and explorations, including colonization.
- *9. Europe at time of Charles V and the Reformation. (The Reformation may be treated in a separate map.)
- *10. Europe, to show the conditions at close of Thirty Years' War, 1648, and latter half of seventeenth century down to 1700.
11. Europe during eighteenth century to 1789.
- †12. England during Tudor and Stuart period.

MODERN HISTORY.

Maps to show—

- *1. Europe during French Revolution and Napoleonic period.
- *2. Europe in 1815, after Congress of Vienna.

- *3. England and Europe at the time of industrial revolution.
- 4. Modern Italy.
- 5. Modern Germany.
- †*6. World, showing political divisions in latter part of nineteenth and early part of twentieth centuries. (Better if it includes commercial trade routes up to date.)
- *7. Africa, showing the partition.
- *8. Europe in 1914.
- *9. Europe in 1918.

ENGLISH HISTORY.

Maps appearing in previous lists marked thus † apply to English history; besides these there should be maps to show—

- 1. England under Roman Empire.
- 2. England at the time of Saxon and Danish invasions.
- 3. England at the time of Norman conquest.
- 4. England at time of the reform of 1832.

UNITED STATES HISTORY.

The most desirable maps for the study of United States history are put up in the form of charts, and illustrate political, social and territorial phases of the study.

Following is a list of map publishing companies whose publications, as given in the Price List of July, 1922, are approved by the State School Book Commission:

Denoyer-Geppert Co., Chicago.
 A. J. Nystrom & Co., Chicago.
 Rand, McNally & Co., Chicago.
 Weber Costello Co., Chicago.







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